





### Obituary for the AEC

To write the obituary of the Association of Education Committees would be necessary to go back to the early years of the century and the creation of local education authorities with statutory education committees of the 1902 Act. The AEC was a by-product of the national government bringing together some (but not all) of the county and county borough education committees, and the Part III authorities. No history of the inter-war period is complete without reference to the role of the AEC in relation to the Education Act of 1944. The AEC was a body because of the way it shared leadership between administrators and elected representatives carried on the fight at the national level. Such opinions became exaggerated with the passage of time, but there is no doubt that many of the ideas which were to come to fruition in the 1944 Act came up from the local education authorities and that they managed to do so successfully. Then, too, to make common cause with the teachers.

After the war, the AEC restricted its membership to the full education committees of counties and county boroughs, joining company with the expert ILEA, and enjoyed a hundred per cent membership among I.E.A.s. This was Lord Alexander's first achievement and, for the 30 years which followed, he has been one of the commanding figures in educational circles. Almost from the start, however, there was a narrowing in the local government camp. The County Councils Association wanted the AEC's wings clipped because it was a risk it would stray into financial matters which were the prerogative of education authorities, not committees. As secretary of the authorities' panel on Burnham, Lord Alexander's influence was undoubtedly great, and he operated on an intensely personal basis without the paraphernalia of LACSB or DES participation in Burnham.

By the end of the 1950s, the writing was on the wall. The return of local government finance curtailed the general grant principle for the percentage grants for particular services. Instead of paying the Government grant for education at 60 per cent of approved expenditure by each I.E.A. (subject to the inevitable complicated qualification arrangements), the money was allocated to the I.E.A. of a general grant in aid of all local authority spending. This limited

### Wealth and commonwealth

While President Amin is sofly playing basketball in Cairo the Commonwealth education ministers are foregathering in Accra for the seventh Commonwealth education conference. All this week teams of officials, among them a large and distinguished delegation from this country, have been working to the agenda. On Monday (Commonwealth Day) it happens the week-end is the occasion when the topic is being broken up into three sections—education policy and the national budget, cost effectiveness in providing education, and the financing of education.

But the main theme of the conference is the financing of education, particularly in the context of the Commonwealth regionalism which, for example, Southern African countries are sending their students to Lusaka; those in South-East Asia are sending them to Kuala Lumpur. There is a feeling that sending the best and brightest to study in Europe may not really be in the sending countries' best interests.

## Brains for the picking

Noel Hughes

With the Government's legislative programme in crisis there are suggestions in plenty for Bills in the budget to fill up the time. But Parliament legislates too much and could, with benefit, think more and decide less.

In the more spacious weeks ahead, there should be ample time for a probing debate into the Whitford Committee report on copyright and design law, not merely because the law is chaotic, confusing and, in most, incomprehensible, but because its neglect is causing grave harm to the national fabric. Anyway, it is a contradiction to pass a national economic strategy on the exploitation of skill and brains, while the rights on intellectual property are given threadbare protection.

The Whitford Committee clearly believed in the robust, no-nonsense school of discussion of the issues is commonsensical rather than subtle; it shrinks from courses, however self-justified, that would produce unenforceable law; and it clearly prefers judicious where solutions should be sought to anything that they ought to be.

But there are two dangers in this approach. In putting such a high value on revisions that would be acceptable, easily enforced and administratively convenient it is easy for the underlying purpose of copyright—the protection of intellectual property—is lost sight of. Procrastination can go too far. Unless the purpose of the law and the means of enforcing it are in obvious harmony many of the shortcomings of existing law may be reintroduced.

Again, in refraining from making too precise recommendations on copyright protection, the committee may have given insufficient guidance for naturally warring parties to find compromise. The education authorities and the schoolbook publishers have long sought—and in vain—a blanket licensing agreement to cover photocopying. In fact, the publishers are themselves more divided than ever.

## £105 a year offer turned down Increments hold up pay deal again

By Stephen Cohen

Teachers' leaders lost week rejected offer of a pay rise of at least £105 a year.

The management side of the Burnham Committee, which negotiates teachers' salaries, had proposed a three-tier increase. Teachers earning less than £2,600 would get an extra £105; those between £2,600 and £4,160 would get a rise of 5 per cent minus £27; those earning more than £4,160 would get £180.

But the teachers' leaders disagreed over how much should be deducted from the total pay claim in order to keep within the social contract. The management side had said that £13,270 should be deducted from the total pay claim in order to keep within the social contract, which prescribes a maximum of £3 a week rise and a minimum of £2.50. If applied in full, these rules would give teachers of all ranks a rise of at most £208.

The management's offer last week meant a reduction in those sums by about £27. This could be whittled down to about £24 next week.

Whatever the final decision, all the teachers' unions will next week monitor local authority salary bills to find out how much of the social contract has to be broken. They doubt the management's arguments, particularly because they were told last year that increments were self-financing and added a negligible amount to the salary bill.

## Teachers have little to learn about the world of work

Having to work for a year between leaving school and starting teacher training, as suggested by the DES, would put off good candidates, a teachers' leader claimed yesterday.

At his weekly meeting the teachers presented advice from the TUC, which said it was not fully satisfied with the calculations. But there was no detailed debate on the figures and the management side

"This seems to imply that intending teachers know nothing of the world outside school. That I do not believe. Most of them have work experience or weekends and time to do other things."

Another idea, from an AEC document that job experience could somehow be incorporated into initial training was described by Miss Baird as "fantastic". "Every minute is needed for personal education and sound pedagogical training", she said.

## Whitehall bails out DES industry centres

It is in spite of promises of an early reply that the DES told them that they could give them the money. While two of them (Le Mans and the Southampton Centre) were forced to look elsewhere for help, the other two (Le Mans and the Southampton Centre) were forced to look elsewhere for help.

The Department of Industry's support for such projects came from the Department of Education and Science. The DES's initiative in support groups for subjects like engineering, science, in-service training centres and the interface of schools and industry, the goodwill built up by industrialists, and even job creation schemes based on the centres.

## Letters to the Editor

### Hard facts on maths jobs

Sir,—You report (TES, February 25) that Government estimates show a shortage of more than 2,000 qualified mathematics teachers in schools last year with a corresponding shortage of more than 700 graduate physics teachers. These figures require considerable clarification. They are not in the total miscalculation to which they are their origin and their limitations.

Year	1974	1975	1976
Mathematics	721	20	124
Biology	63	20	49
Chemistry	135	60	7
Physics	267	63	39
Other sciences	156	16	42
All science	621	181	137

For those who are intending to take up a teaching career there is a much more significant statistic. It relates to the number of new staff head teachers required to fill current vacancies at the time of completing the survey. This statistic does show a trend which is not conforming to the newly qualified.

It is my view that the trend shown by these figures should be the one getting publicity. It is the constant with the growth of teacher supply and with the increasing competition that new recruits must come when applying for their first posts.

### About turn on safety

Sir,—The article by David Elton ("What price safety?", TES, February 25) dealt in part with the delay in the implementation of the provisions for on-site safety committees and representatives. It is a pity that the Government's decision to defer the introduction of regulations is being safety representatives. However, there has not been the same enthusiasm for safety ever the Government's decision to defer the introduction of regulations.

### More letters, pages 16, 17

## Curtain about to fall on AEC

The Association of Education Committees, for nearly 70 years one of the most effective vehicles of educational change in central Government's control of the education service.

The AEC has been struggling to survive since local government was reorganized in 1974. Until then it had been for every education committee in England and Wales, Northern Ireland, the Isle of Man and the Channel Islands (except London). But afterwards local authorities were discouraged from remaining members of the AEC by the Association of County Councils and the Association of Metropolitan Authorities. This reduced the AEC to a third of its former strength.

It is a possible merger with these two rival associations that has now fallen through. The AEC executive is to recommend to an emergency general meeting on March 28 that it be wound up and that a trust be established to hold the association's assets and meet its liabilities.

## Job schemes questioned

It was much more useful to train and educate young people up to the age of 18 than to spend large sums of money on job creation schemes, Lord Alexander told a House of Lords committee this week.

He was speaking on Wednesday of the social affairs sub-committee of the European Communities committee which is to report on the work of the Department of Education and Science.



Kask-styls buses—complete with flashing lights—could soon be carrying children in the North Tyne valley to school. The Northumbrian Water Authority is considering providing transport with this added safety measure of flashing lights because parents fear accidents may be caused by the many trucks using local roads for work on the Kielder reservoir project.

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# L.e.a.s in row over independent places

by Mark Vaughan

A row between the local authority associations and the Government over the number of places taken up by L.e.a.s at independent and former direct grant schools is revealed in a report published this week.

The report, *Rate Support Grant, Eighth Period*, which is published jointly by all the local authority associations, describes the progress of negotiations between central and local government on the level of local authority spending from 1977 to 1980.

The Government, it says, told the local authorities they should adopt a much more rigorous attitude to requests from parents for assistance in paying fees at these schools. The associations told the Government that the suggested reduction in spending in this area—£4m in 1977-78—was "totally unrealistic".

The Government drew attention to the increased fees at these schools during the year and argued

that there was a growing tendency to educate more and more hand-capped pupils in primary and secondary schools. Authorities were also told to examine "carefully" the scope for reducing this expenditure, particularly where adequate provision could be made in maintained schools.

The associations told the Government that a large part of the expenditure was committed since the children were already attending the schools. Some authorities simply did not have sufficient places in their maintained schools, and in the short term had no alternative to using independent and former direct grant schools.

The forecast for local authority spending in this field in 1977-78 (at November, 1975, prices) was £74.2m. The rate support grant final settlement was eventually lowered by the Government to £70.2m, forcing L.e.a.s to make savings of £4m.

# Lecturers join student protests

The campaign by the National Union of Students against increased tuition fees reached a climax this week as some 10,000 students marched in London and others held rallies at Leeds, Exeter and Glasgow.

Occupations were still taking place throughout the country at more than 30 student unions. At the London School of Economics, students voted on Tuesday to defy a court order and occupy the school.

Some lecturers joined in the protests. Sir Brian Flowers, rector of Imperial College, London, was expected to be on the London march, and at East Anglia University Dr Frank Thistlewaite, vice-chancellor, encouraged staff to rearrange their teaching timetables so that students could attend the rally.

In London students hired MPs and gave a letter to Mrs Williams, Secretary of State for Education and Science, replying to her invitation to discuss fees.

Mrs Williams had said she was willing to discuss the issue, but demonstrations were hardly the best way to advance the argument. Sir

was wasted resources which would be better devoted to helping students in financial difficulties.

The NUS welcomed the possibility of a meeting and particularly wanted to discuss the grants review, with reference to discretionary grants, the means testing of parents, and fees. The union would look for a commitment that no student should be forced to leave a course through financial hardship. It also wanted a debate with all educational bodies on possible alternatives of funding education.

Meanwhile NUS leaders are claiming some success for the week of action. Brunel, Bath and Northern Ireland Polytechnic were, in principle, against increasing fees for self-financed students. Further Education had set up a joint working party between governors and students to ensure no student was forced to leave through hardship.

The NUS has written to 54 student unions in other countries asking for support.

Last week Bradford University asked all university students to confer on tuition fees. Some 1,000 students have agreed to join the NUS campaign through the Committee of Chancellors and Principals.

At the Royal College of Education, where students have been in protest for nearly two weeks, the rector, the Rev. Dr. J. H. Fisher, the rector, told a meeting of the college that he opposed the union's policy and would try to change it. But the college had prepared to accept massive increases and shorting massive increases this week were: Croydon Technical College, Crawley Technical College, The Slane School of Art and Design, York University, Hendon College, Further Education, Hull University, Leeds University, Brunel University, City University, North London Polytechnic, Polytechnic of North London, and the New University of Ulster, THES.

# Closure—and quick rescue

The closure of two London colleges of education—Sidney Webb and Philippa Fawcett, was recommended by Mr Peter Newsam, education officer of the Inner London Education Authority, in a report to an ILEA sub-committee this week. But Shoreditch College, Essex, under three in recent weeks, should be saved if possible, says the report.

The Government had suggested that, as part of its aim to reduce the country's teacher training places to 35,000 by 1981, the authority cut its present number of 2,000 to a total of 2,000—including 1,556 initial training places. Philippa Fawcett, at Streatham, and Sidney Webb, part of the Polytechnic of Central London, should go it had suggested.

Now Mr Newsam says reluctantly that the cut can be made only if the two colleges are saved.

It now seems certain that Shoreditch will be saved by merging the college with Brunel University at Uxbridge, about 12 miles away.

The proposal will go before the university senate next Tuesday and a spokesman for the college said this week they were confident the idea would be accepted. Mr John Penfold, senior lecturer at Shoreditch and organizer of the campaign to keep the college open, said he was still not certain how much of the college Brunel would be interested in.

# Secrecy was wrong, says Ombudsman

The Local Government Ombudsman has turned down three allegations by a parent that North Yorkshire county council had misled his application to have his children transferred to another school.

A fourth allegation—that a final decision was taken at a secret meeting where the parent was not allowed to attend—was found to be true.

A report published this week says the Ombudsman was worried at the way the parent's request to present his case in person had been treated. The county council said this was not normally permitted, but the Ombudsman said he could find no record of any general policy that appeals should be dealt with by written representation alone, and he said that the parent could have been seen.

# PERSONAL COLUMN

## John Rae Upper crust on a workers' pie

The tragic death of Tony Crossland and the succession of David Owen to the Foreign Office have my thoughts back to a theme that has long interested me: the role of public schoolboys in the history of the left in Britain. As one public schoolboy followed another in this position in the Labour administration, I cannot help reflecting on the theory and practice of socialism in this country over much more than whose education would appear to have prepared them to do a highly particular contribution to our public life.

It is perhaps asking too much of the TUC in respect to the British situation, from the Brigade of Guards in the City of London, and has been analysed with the greatest care by those who believe they are speaking privilege. Only this week the education committee have been considering a number of proposals, including the abolition of the theory and practice of socialism in this country over much more than whose education would appear to have prepared them to do a highly particular contribution to our public life.

There is no case for exempting education from copyright laws, says the Whitford Committee. Lucy Hodges reports

# Schools must be made to pay for what they crib

Schools and other educational establishments should have to pay for photocopying and recording other people's work, a Department of Trade committee has recommended.

The committee, set up to investigate the copyright system, would also be responsible for distributing the revenue to the individual copyright owners whose works are reproduced or recorded.

This blanket licensing system is recommended in *Copyright and Design Law*—a report published last week—of a committee set up in 1973 under the chairmanship of Mr Justice Whitford.

It is a good cause but it is itself a reason for depriving copyright owners of remuneration, it says. "Nobody suggests that the makers of textbooks, compasses and rulers should supply these products to educational establishments free of charge."

Most interested parties see negotiated blanket licences for photocopying as the only practical solution says the report. They would oppose a levy on the sales of photocopying machines.

The committee does, however, propose a levy on the sale price of recording equipment, much of which is bought by individuals for their own use. Since educational establishments do not use such equipment for more than a few years, they should also have to pay an annual licence fee.

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# Lecturers want own pay body

An end to the Burnham Committee as the agent for fixing further education teachers' salaries is called for today in a statement from the National Association of Teachers in Further and Higher Education.

The association wants voluntary collective bargaining machinery which would also negotiate conditions of service. It envisages a joint committee consisting of equal numbers of employers' representatives and teachers but, unlike Burnham, no Government representatives. There would be an independent chairman.

There would also be disputes procedure for handling disagreement about interpretation of the committee's decisions. One of the main weaknesses of the Burnham structure has been the lack of any disputes procedure, NATFHE says.

It also points out that the Burnham Further Education report, the redrafted set of decisions arrived at in Burnham negotiations, is a statutory document which may or may not be the result of agreement between the management and teachers' panels of the Burnham FE committee. And although there is provision under the 1965 Remuneration of Teachers Act, which established the Burnham report, for arbitration, "it has now clearly been established for some time that the courts are the final arbiter", says NATFHE.

The association is concerned that certain parts of the Burnham Further Education report are outside the power of the Act and therefore not enforceable.

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**MACMILLAN EDUCATION**

# Smoking a bad lesson-Minister

Teachers should not allow themselves to be seen smoking by their pupils, Mr David Enoch, Health Minister, recommended this week as part of the Government's anti-smoking campaign.

The extra £1m announced for health education is "desirable", says the pressure group Action on Smoking and Health (ASH), which has protested at the inadequacy of the measures outlined this week.

# Day off

Thousands of schoolchildren had a day at home on Wednesday as a result of a 54,000 public service strike in schools in parts of Britain. The protest was over public spending cuts. More than 20 schools in the Leeds area were closed, and school caretakers and dinner staff stopped work.

# Food cuts go below DES levels

School meals for more than 100,000 children in Hereford and Worcester will have much less than the recommended levels of protein, calories and fats next year.

The county will save £10 in the coming year by cutting kitchen staff by 20 per cent and food below the levels recommended by the Department of Education and Science.

# As dead as dead can be . . . ?

HMIs report on the decline and fall of classics

Fewer pupils are learning Latin and Greek, according to a report published this week by the Department of Education and Science.

The new HMI series *Masters for Discussion* which started off last month with "Ten Good Schools", came down to a more prosaic level this week with the publication of "Classics in Comprehensive"—a report of research started by the Inspectorate in 1972.

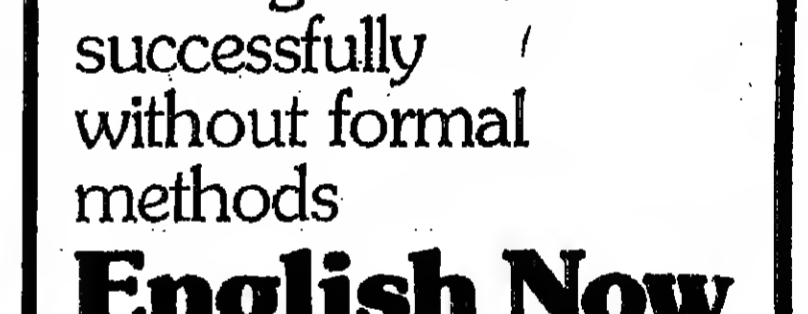
Their survey of 309 comprehensives in 1973 discovered that half of these schools offered classics or the non-language "classical studies". In 1972, 50 per cent of these offering classics did language work only and about one in ten did classical studies only.

The inspectors were surprised to find considerable variation in the spread of classics in different parts of the country. In Wales three-quarters of all comprehensives offered classics in the Midlands only one fifth did. Respect for traditional academic values and the way comprehensive reorganization had been carried out may have had something to do with this, they suggest.

The report says many comprehensive schools in the Midlands and only one or two in each year in most cases.

On the quality of classics teaching, the HMIs said the rationale for classical studies needed to be "clarified and developed".

Sometimes the search for a changed or modified role for classics has resulted in an obscurity of aims and uncertainty about objectives. Not all teachers have been able to adjust easily to working with a wider range of ability.



The old days—now the position of Greek is "bleak".

visian far more costly in terms of manpower, the report says. Half of all teaching groups for Latin in those schools consisted of 10 pupils or less and over two-thirds were of 20 or less.

The position of Greek was "dismal" and "bleak". Only 20 schools out of 309 offered it at all, and only 81 pupils were studying it, with only one or two in each year in most cases.

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BACIE conference

Minister asks: are too many staying on?

The youth training and career development programme now being planned may be used by the Government to discourage "unavailable" pupils from staying in education beyond the school leaving age.

Mr Gordon Oakes, Minister of State in the Department of Education and Science, called this week for comprehensive counselling to pupils from the age of 13 to reduce the possibility that they would "end up in the wrong places".

Whitehall defends jobs scheme

The DES and the Training Services Agency are going ahead with their joint vocational proportion scheme in spite of criticism and the feeble response to the current pilot programme.

Mr Oakes also pressed the range of training measures—in particular the vocational preparation scheme—and other "youth opportunity" measures which were being developed.

Report by Mark Jackson

His remarks about unrealistic career aspirations, he said, did not apply to girls, who were not given the same degree of encouragement.

Doubts on cash incentives

The Government has not yet decided whether to offer differential grants to attract students to subjects such as engineering, Mr Oakes told the conference.

Colin Evans, a grammarian at Pontardawe Comprehensive School, West Glamorgan, is among the latest crop of graduates from the Open University.

OU to fight college closure

The Open University has made efforts to keep 3000 miles from the college of Education open. The only way of doing this is to ensure that the 28 institutions must cease by 1981.

Open line

The Open University is now on telephone talks. For £3 an hour groups of housewives and disabled students, including the blind, are being linked up by telephone to an Open University centre to discuss the course.

Wakes dispute

Macclesfield teachers are again moving by Cheshire Education Committee to curtail their annual holiday at the end of the term.

Numbers depend on what is meant by 'gifted'

Estimates of the number of gifted children in Britain varied according to how the term "gifted" was defined, Miss Margaret Jackson, Under Secretary of State, told the House of Commons, on Tuesday.

Molly-coddling mums hide the truants

by Stephen Cohen

Parents who connive at their children's truancy make the most difficult cases, a London teacher claimed this week.

Mr Picard (in pseudonym) writes in the Journal of the Assistant Masters' Association this week that teachers get more trouble and have to spend more time and effort on truancy cases where parents collude with their children.

The author says: "We all know that some parents write absence notes which are not too far from the truth. They encourage their children to stay at home; one girl used to write her mother by offering to do the ironing. These parents see no point in school, either in general, or because they are convinced that the child is incapable of deriving any further benefit from education."

The deputy head of a Welsh comprehensive says in the same issue that the average fine for parents of truants is £4.

Undergraduates target for Jubilee scholarships

by Sue Reid

The Jubilee scholarships announced last week to attract Britain's brightest sixth formers into university and polytechnic engineering courses will be small in number and highly prized.

Staff turnover slows

More and more London teachers are sticking to the jobs they love, and not applying for others elsewhere. The Assistant Masters' Association's annual survey of teacher turnover in the capital reveals a striking improvement in the London boroughs where up to a third of staff used to resign every year.

2,000 fight for youth theatre

Two thousand people have signed a petition to the council of the London Borough of Lewisham in an attempt to save a youth theatre from demolition.

Backing for Schools council—despite faults

"Half-baked" ideas have been promoted by the Schools Council, says the National Association of Schoolmasters-Union of Women Teachers in a statement released today.

Backing for Schools council—despite faults

The statement was made in a special review body set up to look at changes in the council's constitution. Although the NAS-UWT defends the council's activities, its recommendations is modified by three faults.

When did it happen?

The theatre is the creation of the staff and pupils of Forest Hill School. They took over a near-derelict concert some years ago and turned it into a fully equipped studio. Now the council wants the land for housing.

WHEN DID IT HAPPEN? WHAT MOMENTOUS EVENT IS MISSING?

- Thomas Alva Edison patented the phonograph. Spencer Gore won first All England Lawn Tennis Championship at Wimbledon. Birth of Viscount Nuffield. Zola published 'L'Assomoir'.

SPECIAL ANNOUNCEMENTS THE GEOGRAPHICAL ASSOCIATION ANNUAL CONFERENCE 4-7 APRIL 1977 Geography in Universities and Schools Economic Geography Today Plus Large Book, Teaching material and Instrument Exhibition AT THE LONDON SCHOOL OF ECONOMICS HOUGHTON STREET, LONDON WC2A 2AE

Teachers resigning post for cause. Table with columns: Area Payment Zones, 1972-74, 1974-75, 1975-76. Rows include Inner, Outer, and various boroughs.

Virginia Makins on the latest series of pre-school projects



### Mountain of know-how on nurseries

The last project planned under the Department of Education's £50,000 nursery research programme will be directed by Mr Marib Woodhead and Mr Phil Clift, from the National Foundation for Educational Research. They will study "continuity of children's experience from three to eight—looking at the transition from nurseries and playgroups into infant schools, and from teacher to teacher within primaries."

The DES programme was set up after the 1972 White Paper had promised large scale nursery expansion. At the same time the Social Science Research Council earmarked about £200,000 for pre-school research.

These two sources, plus separate grants from the SSRC, the NFER and the Schools Council, mean that a massive and many-faceted study of nursery schools (and, to a lesser extent, playgroups) is under way—just when the nursery sector is threatened by spending cuts.

The style of nursery research has changed much since the American Headstart led the field. This week the results of that approach are neatly demonstrated by publication of a report on the NFER's 1968-73 project, which tried out a compensatory education programme designed for disadvantaged children. (An Experiment in Nursery Education, edited by Martin Woodhead, NFER Publishing Company, £3.95).

Teachers were asked to use an American structured language programme (the Peabody kit, modified for English use) with groups of children for 20 minutes every day. At the end of the programme, the Peabody children did better on various tests than the control groups. All social classes gained—but children who did only two terms improved as much as children who did it for longer.

But when the children were followed into their infant schools, the advantage had "washed out"—just as it did in many of the American Headstart programmes.

The new-style pre-school projects (where they relate to nursery education) are moving much more delicately into the tricky area of nursery curriculum reform. Most of them are starting with observation; finding out what happens in nursery schools and classes, what are teachers' intentions, and what strategies they use.

But the literature—covert in some cases, overt in others—is to try out changes in curriculum and organization that might make nursery schools more effective in developing the abilities of young children. There is scepticism about "structured" programmes

designed to improve a narrow range of language or perceptual skills (Dr Barbara Tizard has suggested you might do better to teach skills like swimming or reading directly). But there is also a strong feeling that the traditional nursery school curriculum could do with analysis and development.

One DES project, directed by Dr Ray Sumner, of the NFER is developing materials for assessment and evaluation. It has piloted sets of scales in five areas: language (talking and listening); general physical development; social thinking and social skills; cognitive; and manual skills.

The idea is that teachers—using observation procedures and some game-like activities with children—can find out how children are developing, and which areas need particular attention.

Another project, directly funded by the NFER and directed by Mrs Audrey Curtis, is working with teachers to develop curriculum activities for children who start with a social handicap.

It is now at the stage of trying materials out in schools. Teachers work in 20-minute sessions with small groups, and back-up activities can be introduced by teachers and nursery nurses during the day.

The most straightforward curriculum development projects come from the Schools Council. Professor and Mrs Geoffrey Matthews' project on early mathematical experiences is now at a diffusion stage: they worked with teachers in 20 pilot and 60 associate areas to develop teaching materials, and are now producing guide-books for teachers and videotapes for use in teacher and nursery nurse training.

And Dr Joan Tongli's five-year £189,000 project on early communication skills ends in 1978. The first part of the materials they produced (Listening to Children Talking) has already been reprinted; the second set—on fastening language skills—will appear in September. This has probably been the most influential project in the nursery field—2,500 teachers from 80 authorities were in the working parties.

A project moving towards writing curriculum development is Dr Janet Philips' and Mr Asher Cashman's SSRC-funded observation of what nursery teachers actually do, how much and what kind of talk they have with individual pupils, and so on.

They are trying out action on the language front—trying to develop strategies that teachers can use to help children when normal nursery activities do not work.

Mr Martin Woodhead's DES project "the aims, role and deployment of staff in the nursery" is undertaking straight observation of nursery schools and classes, looking at styles of organization and different ways of dividing the work between teachers and nursery nurses.

Their observation is already leading them to hunches about the results of different styles, in terms of the kinds of contact children have with adults. Their data should bear directly on the debate about the effects of more or less teacher direction at children's activities in nursery schools.

Dr Barbara Tizard is mixing observation with action in her DES project on parent involvement in nursery schools and classes. They started this year and have been working in six schools, observing parent-teacher contacts, interviewing heads, teachers and parents, and suggesting small changes in practice that might make contact easier. They help teachers communicate what they are trying to do.

Finally, the (SSRC-funded) Oxford Pre-school Research group, under Professor Bruner, have spawned several small-scale projects in Oxfordshire, some of them clearly involving nursery teachers and playgroup leaders. They have designed an observational instrument which teachers (and playgroups) can use in several ways—to find out what is happening to a particular child, or to assess the results of different activities. They are working with teachers to identify their own strategies and tactics.

By the end of the decade, therefore, it should be possible to piece together a pretty complete picture of how nursery schools work, and how effective they seem to be.

There are other strands of current pre-school research. Several projects are engaged in observing children's learning and development at home—their language, activities, relations with adults. Others are looking at childminders—who are responsible for most of the pre-school care available to the growing number of working mothers.

When (and if) all this work is put together there should be a number of clear implications about the needs of parents and young children, and ways in which they might be met so that the children's intelligence and abilities are developed.

But the question remains whether any government will be prepared to divert resources to pre-school children and their parents on a large enough scale to put all this knowledge to use.



### Entertainments

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### Work experience makes sense

The Work Experience Scheme, most sophisticated of the Government's youth employment measures, seems to be recovering from its shaky start, and is now finding places in industry for up to 1,000 more youngsters a week.

The scheme, under which 16 to 18 year olds are attached to companies for six months' experience and training, is among the packages of last week for a further four months. Applications were due to close this month, but will now be accepted until the end of July.

Even so, nobody believes that the scheme will be wound up then, even if an economic super-miracle were to create an abundance of jobs. Although it has been hurriedly pressed into service as a crisis-first-aid, the scheme is a major development in the newly discovered field of Government funds and ministerial speeches are being lavished.

Work experience is almost the exact opposite of the other main measure being extended. The Job Creation Programme, now to provide another 24,000 jobs at an extra cost of £25m, was introduced 18 months ago as a way of getting young people off the dole temporarily, but it included some element of training where possible. But the work experience scheme has training as a high priority. The fact that it also keeps young people gainfully occupied for a time has earned it a place in the crisis-proving justification. The scheme's growth since it was started last September demonstrates that it makes sense as a long-term measure. That £19m were allocated to provide grants of £16 a week for more than 30,000 youngsters. At Christmas the heavy mark, fewer than 7,000 had been placed.

The Manpower Services Commission were not unduly shaken. They knew that whatever the pressures to reduce the dole queue quickly, the needed time. Employers had to be persuaded to accept its long-term value and shop stewards to discard their suspicion that it was a glum way of bringing in cheap labour.

But by the beginning of last month about 70 places a week were being offered, and some selective advertising has now pushed it up, for the moment at least, to 1,000 a week. The MSC are cautious about making further forecasts, but it is now expected that the revised target of 20,000 will be reached by the new deadline with little difficulty.

The extension means that the Cabinet will have time to consider the report now being prepared by Mr Geoffrey Holland, its head of planning, on the feasibility of a long-term programme to guarantee two years' work training, or full-time education after school leaving age for everyone. Its recommendations are almost certain to include programmes for both work experience and job creation, taking between them around 100,000 youngsters a year. One idea is that young people could start with some work experience, go on to a created job project, and then opt for some training or further experience.

The work experience scheme has already yielded valuable results, including the calling in of some employers that the present genera-

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LETTERS

Mockery of careers guidance

Sir,—I was both surprised and shocked to read your article "MSC finds success in its efforts" (February 18) that newly qualified unemployed teachers are being used in Liverpool under a scheme run by the Moyfower Services Commission in providing remedial teaching and guidance for unemployed school leavers.

Why girls give up science

Sir,—Gerry Fowler (TES, February 18) wonders the one factor why there is need to educate more people in science and engineering; on the other hand, he regrets the squandering of talent in the failure to recruit more girls to these subjects.

Mixed ability works...

Sir,—I was shocked by the willingness of HM Inspectorate to blame mixed-ability teaching as a major cause of poor achievement in schools. "Inspectors Would: Into Mixed Ability" (TES, February 18). And to compound this, the Inspectorate shows the Inspector in the real world of the classroom being out of touch with classroom reality. Out of touch, because the most successful "traditional" and formal lessons are those with a high degree of individualized attention.



He'll like to be a dinner carrier for 'Right to Work'.

Is a failure rate fair?

Sir,—Inquiry into standards in education and their assessment up goes to me a dangerous anomaly. The three-year BEC examination boards. Whether in intention or effect, and given a continuing fall concept, it is the practice of the GCE O level examining boards to have a large number of candidates who fail.

...but it's not easy

Sir,—Miss Sheila Browne, senior chief inspector, says that the IMI's criticisms of schools in the DES discussion paper (February 18) are meant to be provocative but she hopes the reaction will be constructive. Fair enough. So here goes.

Maturity by design

Sir,—Michael Clarke writes a pertinent review (TES, February 18) of Ken Haynes' "About Design", but queries the claim made as to students of design being mature, minded, whole people.

LETTERS

Calibre of staff is high—and still rising

Sir,—A few months ago considerable publicity was given to the head who rightly complained about the standards of English and spelling of applicants for an English post at his school. I hope that his experience will not be regarded as typical. Already it is being widely and in the Great Debate and elsewhere that despite the laudatory award standards of teachers and of teaching are in some instances unacceptably low.

contrary, bringing into the profession teachers of exceptionally high calibre. Over the past two weeks we have received 284 applicants for Scale 1 posts in biology, geography, religious education and art/design. The general quality of the applicants is outstanding. There are occasional instances of incorrect spelling, inelegant English and poor sentence construction; some candidates believe that a letter of application can be written on flippant paper, others that the presentation of an application is of little importance. These are an insignificant minority. The overwhelming majority are candidates of exceptional quality whose applications do full justice to their qualifications.

You don't need to be Svengali to survive

Sir,—As a professional zombie with several years' experience in secondary education I take strong exception to the glib journalistic of Peter Wood's article "Teaching or Surviving" (TES, February 25).

Mulling over the future of BED

Sir,—Your quotation of certain sentences from a CNAA committee paper could give rise to needless alarm in colleges already afflicted with severe problems of reorganization. The paper was originally prepared for our committee for education as a survey of the considerable extension of activity in this field over the past four years, together with some speculation about various proposals in the period of construction in teacher training.

Kind road to redundancy

Sir,—When the protests have been made and the dust over the closure of colleges and faculties of education has subsided, realism, unpalatable though it may be, will find us with substantially the same position as we have now.

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Final reel in film feud?

Sir,—May I, as president of the National Association for Film in Education, comment on Graham Baines' letter concerning the British Film Institute.

Sacred Heart

Sir,—In your leader, "As Pupils Numbers Fall" (February 25), you mention the Sacred Heart School, which you refer to as the Sacred Heart Redcar.

CRAC COMPETITION 1977. See page 42. CRAC

Wrong about race commission

Sir,—Frances Stadler's article on the proposed organization of the Commission for Racial Equality (February 18) gives a badly distorted picture of it. The work of the present CRC staff in education and other specialized fields will not be "hopelessly undermined".

L.e.a.s and private school places

Sir,—Your survey places Avon county council among those local education authorities which, in the words of Mark Vaughan, carry on traditional links with the private sector so that a few academically able pupils can continue to be selected from the state system.

ANSWERS TO QUIZ. ON PAGE 7. 1. It all happened in 1877. 2. Omitted is an event of great significance to all members of the teaching profession and their families.

Come off it, Fred

Sir,—Your newspaper carried a claim by Fred Jarvis that teachers had to be disciplined by the NUT for taking unofficial action at Little Ilford. He knows that only 24 people took the justifiable action on October 4, yet he chose to suggest 55 people, including people who voted against the action and people who were away ill.

TEACHERS ASSURANCE. I'm told Teachers' have all the answers. Your free booklet please. Ask your representative to call. Name: Address: Tel. No. 12 Christchurch Road, Bournemouth, BH1 3LW. Telephone: Bournemouth 291111.

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The course will not be useful for those who are just becoming involved in health or social education, but is arranged for those with experience of this field of teaching as well as advisers, HEO's and lecturers. There will be a small number of lectures as stimulus material around which the other work is based.

**Subjects to be covered:**  
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Active learning  
The use of video in schools  
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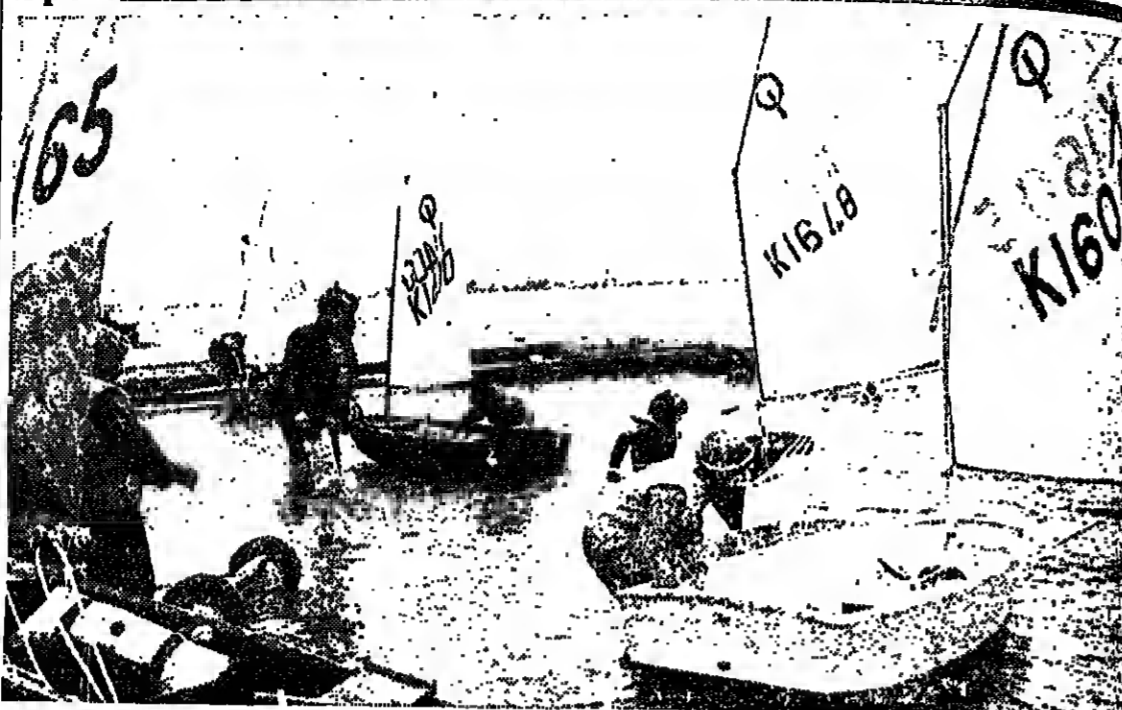
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## Sport



Like ducks to water: young sailors assemble for briefing before the start of the Optimists' race.

## 12-year-old is super Optimist

Young dinghy sailors from all over the country—many with international experience despite their tender years—took part in a special race at Draycott Water, near Rugby, at the weekend. They were competing in the International Optimist class, a serious single-handed sailing race for boys and girls under 16. Some of them were only eight years old. On a sunny though not a particularly windy day, the youngsters showed remarkable skill and confidence in handling their craft.

The day ended in disappointment for Nigel Musto, 11-year-old son of Keith Musto, the silver medalist at the Tokyo Olympics in the Flying Dutchman class. Nigel, a pupil of Allroy Court School, Westcliff, Essex, was disqualified.

The International Optimist is regarded as an ideal dinghy for children, whether they are out for fun or keen racing helmsmen.

## Girl basketballers break spell

For the second successive year England's senior (under-19) girl basketballers have beaten their Irish rivals. They did so by the clear margin of 65-40 at the Blue-lani Sports Centre, Nottingham.

## Swimmers go after titles

England usually splash away with most of the events in the annual home countries quadrangular schools swimming tournament which takes place annually at the Afon Lido, Port Talbot. Last year England won 35 of the 44 events, Wales 5, Scotland 4 and all-Ireland nothing. A similar result is likely this time.



Joy Beasley: backstroke expert

Miss Beasley, Britain's top backstroke swimmer, is not yet 15. She is a member of the Bournemouth swimming club. She has won a number of medals in various swimming competitions.

## All clear for volleyball finals

Ousdale School, Wolverhampton, has won the right to defend its schools under-19 volleyball championship in the national final at Bingley, Yorkshire, on March 26-27. It will be opposed by Piccadilly School, East Kent.



Peter Corneil

# What price fraternity?

Peter Corneil, a comprehensive school head, considers the chances of cooperation between the public schools and the state schools

One need have no wish to see independent schools made illegal to regret that so many of our fellow citizens exercise their freedom to choose them. The natural urge to secure the best for one's own children becomes a decision for separatism, and again we lose sight of the personal advantage of a private education so certain?

The answer depends on the view taken of the strength and cohesion of society, perhaps less assured today than at some periods in the past. It could easily stem the strain of a marginal or sidestream independent sector, such as exists in other western countries. But that is not what it has to tolerate today. In England, largely through the existence of a score or so of famous schools, private education has enormous prestige, and occupies a place in national life quite out of proportion to the numbers of children concerned.

Here is the essence of our dilemma. These famous "public schools" were once accepted as the special training ground of a necessary elite, on the whole, responsible elite. Today there is no such acceptance, and the fate of the schools is to be the institutions of a caste system, perpetuating distinctions which are no longer recognized as giving a right to special functions and special privilege.

It is pointless to raise questions of responsibility or blame; we have to work upon what our history has given us. If change is to contribute something over the coming years to lessen the onerous inequality and social division in our society, such change is worth working for. Many of us who serve in the common schools are inspired by the hope that we can fully serve the needs of the majority, who have no choice, by creating schools to which the privileged minority will, in time, be happy to send their children.

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Peter Corneil is head of Caversbrook High School, Isle of Wight. Published by the Independent Schools Information Service, 47, Victoria St., London SW1H 0EQ, 15p including postage.





24 Books/Biology/Politics

Unmuzzling the facts

N. W. Pirie reviews a new book on rabies

Rabies: the facts. Edited by C. Kaplan... Oxford University Press £1.95...

There is no evidence that any wild animal in Britain has rabies... Rabies in Britain has rabies. We are more fortunate than others...

Our position remains precarious. In 1915, one smuggled dog infected 200 others, and it took three years to suppress the outbreak...

Like many other infectious diseases, rabies is cyclic... It has never caused more than a ripple in any country...

enormous extermination programmes have been run with very varied success... The numbers involved in blanket sea-quarantine are enormous...

Animals are still often vaccinated with material made by essentially the technique used by Pasteur when he attenuated, or "fixed", rabies virus...

Until recently the material used for the purpose of immunisation included iron-contaminated material from the animal in which the virus had been grown...

effective, and little reason to expect that one will die. The problem of preventing or treating rabies is far from solved...

From a purely scientific point of view, there are many points of interest about the virus. It does not seem able to penetrate unbroken skin...

All this information comes from Rabies: the facts, written by Kaplan and seven other scientists...

In this view, natural selection may be regarded as acting upon a group or species. By contrast, Dawkins claims to be able to account for the most important features of animal behaviour...

Survival machinery

Steven Rose on genetics

The Selfish Gene. By Richard Dawkins. Oxford University Press £2.95.

In the twenties and thirties it was the physicists and the cosmologists who were the grand theorists of the human condition...

All such writings claim to be able to provide an overall account of the main forces shaping animal (including human) societies...

This is soon most clearly when Dawkins extrapolates to the human situation. Often he betrays a sort of demagogic and sociological ignorance...

In his view, natural selection may be regarded as acting upon a group or species. By contrast, Dawkins claims to be able to account for the most important features of animal behaviour...

author's protestations) obviously when one applies it, as he does, to humans.

It briefly flows in Dawkins theory are, first, its very isolation which changes it to any possible counter-example...

All such writings claim to be able to provide an overall account of the main forces shaping animal (including human) societies...

This is soon most clearly when Dawkins extrapolates to the human situation. Often he betrays a sort of demagogic and sociological ignorance...

In his view, natural selection may be regarded as acting upon a group or species. By contrast, Dawkins claims to be able to account for the most important features of animal behaviour...

25 Books/Literature

Aelfric to Chaucer

Pamela Gradon on early English poetry

The Knowledge History of English Poetry. Volume 1. Old and Middle English Poetry. By Derek Pearsall.

This is the first volume of a projected history of English poetry. Under the editorship of Professor R. A. Foakes, it is entitled The Knowledge History of English Poetry...

The book, then, is firmly in the historical tradition of criticism. It reviews English poetry from the earliest Anglo-Saxon poetry to the decline of medieval poetic forms...

Within this compass, however, some major works are treated at greater length. The book is an immensely solid achievement...

Yet, for all the solid grasp of this book, one must have some doubts about the validity of the approach. In the Middle Ages, above all, verse is a common medium of expression...

The book, then, is firmly in the historical tradition of criticism. It reviews English poetry from the earliest Anglo-Saxon poetry to the decline of medieval poetic forms...

to belong rather with prose sermons than with Chaucer. Professor Pearsall perhaps felt this, since he has not included under the omnibus heading Poetry and Prose...

All in all, however, this seems a worthwhile enterprise. One of the disservices rendered in English literature by "the great tradition" is the diminution of the stature of the great authors arising from the neglect of the second-class...

The newness and freshness of Chaucer's language can only be truly savoured by those who have prepared for it by the plain diet of early fourteenth-century romance and religious poetry...

Children's literature

Drama and distraction

Francesca Greenoak

The Otherwise Girl. By Keith Clarke. Blood and Briggs £2.95. 85634 052

Fortunes to Fortune. By Jont Jagger. Harvill £2.50. 211 89196

Far in Go. By Noel Streetfield. Collins £2.95. 00184246 X

The Ring of Gold. By Peggy Appoll. André Deutsch £2.95. 233 05875 X

The Otherwise Girl is both literally and metaphorically a haunting story. Matt, the young hero with a leucis clearly defined, goes away with an artist friend of the family in an English country village...

Although the plot is undeniably simple, the relationships between the characters are entirely credible and sensitively developed...

science is matched by a corresponding marketing of himself as an artist; the audience is a significant one in his life...

The other three books included here concentrate far more on narrative than on drama. The Ring of Gold is a real-life drama. The story is that of a young Irish emigrant, Keith and Sadie, tested to the limits of their resourcefulness...

Although the plot is undeniably simple, the relationships between the characters are entirely credible and sensitively developed...

to get anywhere with Far in Go, the latest Noel Streetfield book, or even to Thriftless Child. This episode traces the implausible story of the heroine through an acting engagement in a London theatre...

Peggy Appoll has written a heartening story about a group of children whose parents are away on tour. This is the fifth episode in the Keith and Sadie saga...

One needs considerable imagination to get anywhere with Far in Go, the latest Noel Streetfield book, or even to Thriftless Child. This episode traces the implausible story of the heroine through an acting engagement in a London theatre...

Paperbacks

Brio for browsers

Deeper into Movies. Calder and Boyars £3.95. 7145 094 81

Deeper into Movies. Calder and Boyars £3.95. 7145 094 81 is the superb Pauline Kaol's fourth book of reviews...

Dudley Andrew (Oxford University Press £3.95, 19 501991 J) attempts to enlarge the student's perception of what goes on the screen and why...

Jazz Piano. By Eddie Harvey (Hodder and Stoughton £1.50. 0340 12456 3) is a welcome republication of a Teach Yourself book...

The great jazz pianists are mentioned in their correct harmonic context, helping to enliven an already "rhythmic" text.

Although Newman is not interested in the ideological, his extensive treatment of thematic analysis, and literary sources is invaluable to the opera-goer.

Life's little ironies

John Valzey

Who Makes British Foreign Policy? by James Barber. The Open University Press £1.85. 935 01262 5

In one sense the idea of a foreign policy is inherently absurd. Britain is a small country, economically (smaller, say, than Canada), and militarily it is merely the strongest of a group of unimportant powers.

This pluralistic conception of the nature and process of policy formation is, of course, widely applied to other departments of public activity...

War and its repercussions is examined in eight major articles on separate themes, from the American Navy of 1795 to Germany's Air Force at the time of the Munich crisis.

which are perceived by the diplomats, the politicians concerned with foreign affairs, and by those who write about them...

It is by no means clear that this structure is coherent, nor that it necessarily should be. Indeed, seen from any foreign capital, there are diverse British interests to be played off against each other...

War and Society, Volume Two. Edited by Brian Bond and Ian Roy. Croom Helm £8.50. 85664 404 8

War and its repercussions is examined in eight major articles on separate themes, from the American Navy of 1795 to Germany's Air Force at the time of the Munich crisis.

to pressure groups, which is the nature of politicians, a government may find itself acting quite out of character and wholly inconsistently...

War and its repercussions is examined in eight major articles on separate themes, from the American Navy of 1795 to Germany's Air Force at the time of the Munich crisis.

War and Society, Volume Two. Edited by Brian Bond and Ian Roy. Croom Helm £8.50. 85664 404 8

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War and its repercussions is examined in eight major articles on separate themes, from the American Navy of 1795 to Germany's Air Force at the time of the Munich crisis.

Pro patria

War and Society, Volume Two. Edited by Brian Bond and Ian Roy. Croom Helm £8.50. 85664 404 8

War and its repercussions is examined in eight major articles on separate themes, from the American Navy of 1795 to Germany's Air Force at the time of the Munich crisis.

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The development of prophetic traditions up to the present and their influence on the politics and religion of the times is covered by the author...

REPUBLICAN RELIGIOUS EDUCATION PRESS Hemlock Road, Exeter EX2 8RT

26 Books LHTA EXHIBITION—BOOKS

The watchword: participation

Gerald Haigh on Comtessthorpe

The Comtessthorpe Experience. Edited by John Watts. Allen and Unwin £5.95, 04 17.00.35, £2.50, 04 37.004.3.

To the casual observer, Comtessthorpe College can look like a willfully eccentric and complicated place. One is faced, for example, with a ritual about the names by which people should call each other...

pupil-teacher relationship to the extent that there is now doubt about both the wisdom and the possibility of clinging to a rigidly authoritarian style of operation.

Participation is the watchword at Comtessthorpe; this symposium of articles and papers (about half of which have been published already in one form or another) has been written by over 20 people.

The reader who is suspicious of progressivism will have some of his misgivings allayed by the book. There is, for instance, strong and yet entirely realistic enthusiasm from the clear head and pen of Virginia Makins.

lack of the teacher, in this context, is to develop shared repertoires of the material.

I know that the principal is a man for whom levels of attainment could never become important, even set against the virtues of social harmony.

There are some things that worry me, for instance, the emphasis in these papers on the idea of knowledge being constructed jointly by teacher and pupil.

Probing 'problems'

Anthony Locke

Case Studies in Classroom Management. By David Galloway. Longman £2.25, 582 485 18562.2.

The title of this book could have been more explicit. It deals with problems of fundamentally unruly children, and the 30 short case studies cover a wide variety of difficulties, from many different points of view.

Everyday life in the days of Osiris and Odin

Jessica Saraga

Living in Ancient Egypt. By R. J. Unstead. Black £1.45, 7136 1713.6. How they lived in a Viking Settlement. By Sig Hadenius and Birgit Jantzen. Lutterworth £1.10, 7188 2199.8.

Viking Scandinavia, even Ancient Egypt, are not significantly our remote for primary children than Queen Victoria, nor significantly more recent than Australopithecus.

directed more at the upper section of the primary school, is the more detailed. This account of life in the New Kingdom of the second millennium BC is clear and straightforward.

How they lived in a Viking Settlement, which is a translation from Swedish, adopts the more immediate approach of describing life from the viewpoint of two Viking children.

and illustrates how it can be as rewarding as backwardness in reading. The highlights, low home-work can be given to children who are not doing so well.

David Galloway has shown considerable insight into the problems. In one case he describes the handwriting problem of a pupil

Obviously children love Chip Club

(Judging by the huge response to our latest competition)



This is Quoniam Stake, illustrator of many children's books, choosing the winners from the many thousands of entries. (Results will be given in May Chip Club News.)

Thank you Chip Club! If you would like to know about Chip or our clubs for other age groups, write to: Scholastic Publications Ltd, Dept. TES 1, Westfield Road, Southam, Leamington Spa, Warwickshire, CV33 0JH.

Iron age to gold rush

Rosemary O'Day on a well-established series

Cambridge Introduction to the History of Manxland. The Old Regime and the Revolution. By Trevor Colson. £1.60. Topic Books: The War of American Independence. By R. E. Evans.

A further outpouring from the Cambridge Introduction to the History of Manxland is represented here: one textbook, The Old Regime and the Revolution and six topic books covering a variety of historical subjects.

The textbook, The Old Regime and the Revolution, is brief, to the point, well illustrated, and provides the international checklist, as it were, for individual project work.

rather more narrative and descriptive in approach than some of the earlier books in the series. It uses visual aids very successfully: for example, on the first page of text the student is asked to look first at a portrait of Louis XIV and then at the royal bedchamber at Versailles...

One of the topic books, R. E. Evans's The War of American Independence, develops in greater detail a subject covered in the "parent" textbook. The book asks the student why there was a war of independence and seeks to give him enough information at least to attempt a reply and to assist the relation of politics and economic factors in the outbreak of war.

Although there is some attempt to make the style lively, the book is

of the war and the reasons for the British defeat. A prominent military personality ensures that the student will not forget the role of individuals in this war.

The key-note to the success of this series of topic books is their freshness and variety of approach to historical subjects. Most school history books follow a conventional pattern but this series is not afraid to experiment and it usually does so successfully.

The book will be of particular interest for those who are concerned with the military aspects of the war: there is a section on arms and tactics which discusses the pros and cons of using certain weapons and methods of warfare and which also tries to assess the strengths and weaknesses of both sides in the war.

Involvement

Richard Wilkinson

Developments in History Teaching. By Ian Steele. Open Books £1.50, 7291 0041.3.

Developments in History Teaching, a somewhat dogmatic exposition of the author's progressive methods in Madeley College of Education, covers much ground, dealing with integrated studies, Schools Council projects, the training of teachers, and so forth.

The author enlists the aid of various teachers and theorists who have written some of the chapters. Mr Steele himself is first-rate on the practical and possibilities of public examinations; what he has to say about Mode III history O level is extremely interesting.

I remember discussing a pupil's baffling lack of progress with his father who taught history in a neighbouring grammar school. He shook his head sadly. "I simply can't understand why he isn't interested in history. I spend my whole time at home talking to him about history. And yet he doesn't like the subject." ... Mr Steele's book is devoted to this very problem: how can we who enjoy the subject instil in pupils who find it dull? Perhaps we can all learn a trick or two from Mr Steele.



A "Punch" cartoon of Disraeli illustrates the entry in "A Dictionary of People" by Robert J. Hoare which briefly describes his character and achievements. As with all the other entries, there is a suggestion for further reading. Longman £3.50.

Interwar

The Illusion of Peace: International Relations in Europe 1918-1933. By Sally Marks. Macmillan £5.95, 333 15031.7. £2.95, 333 15032.5.

Most accounts of interwar European diplomacy concentrate on the crises of the 1930s. It is therefore excellent that this short and readable book should be devoted to the pre-1918 period, and it is scoldable that the author should seek to explain the causes of instability which existed within the European system and which were to be exploited by Hitler.

CONSUMERWISE

HELEN TURNER In an era of teenage affluence, it is vitally important that young people learn to spend their money wisely. Consumerwise disentangles the often baffling consumer scene by presenting the facts in a lively magazine format. The content springs directly from the teenagers' own experience as a consumer picture stories, problem pages, letters, quizzes, mock advertisements, features and articles are packed into the first two thirds of the book, explaining what consumerism is and why it matters to anyone who has money to spend.

ISSUES

JOHN LOVE AND CAREY EDWARDS This series, designed for mixed ability CSE classes, draws pupils into full use of their language as well as developing their reasoning and problem-solving skills. A storyline is developed around various problems which arise in the fictional community of Laddersford. Factual backing is given in the form of outlining from newspapers and magazines, laws, statistics and government reports. Charts, diagrams and maps, and quotations and suggestions for writing and research activities enable the class to explore each 'issue' thoroughly and imaginatively.

Inspection copies will be available from our Education Department. HARRAP BOOKS 182-184 High Holborn, London WC1V 7AX

Anglo-Saxon-centricity

Norman Stone on an historical encyclopedia

Illustrated Companion to World History. Edited by Grant Uden. Longman in association with Kestrel Books. Two volumes £15.00, 582 20521.4.

A German named Hollinger once found a painting of the Holy Family, wrote a Christmas greeting on the back and sent it to a friend. The picture was subsequently identified as a painting by Rembrandt.

World of the early English

Colin Crewdson

The Anglo-Saxons: How They Lived and Worked. By G. A. Lester. David and Charles £3.95, 7153 7249.3.

It is only recently that archaeology has got to grips with the Anglo-Saxon era. The Iron Age, with its obvious forts, Roman sites with their predictable abundance of finds, and Medieval settlements sites with their ecclesiastical material remains—these tend to eclipse the modest relics of the Saxon period.

The difficulty of finding and recognizing Saxon sites, even when they are not unavailably beneath subsequent standing buildings, has been a major stumbling block, but much modern reconstruction in our cities has opened up possible sites

than the "Dictionary of World History" it claims to be—this anecdote appears under "Christmas cards". Like any good encyclopedia, it offers information that is fascinating and immediately relevant. It is handsomely illustrated, often in colour, and an intelligent child would at once be attracted to it.

People take up many of the entries, and inevitably there are omissions which increase as the survey moves eastwards (no Lundenburh, no Paganchev). The work is surely shaky on foreign languages. Moreover, this Anglo-Saxon-centricity (which is entirely understandable) goes together with a certain vestigial patriotism. In the entry for the Battle of Brunan, for instance, we are told that the Germans had 2,500 planes to the British 600—yet most of the German

planes were of course bombers, and hence heavily counted in what was essentially a fighter-battle. There are some interesting little essays under such headings as "Mining" or "Steam", from which the older child can learn something of the technological progress involved in economic history.

By contrast, economics is rather scantily served—the short item on "Depression" for instance, is brief and questionable and "sociology" does not feature. "Paleontology" gets a few lines, "poetry" none at all. Surely the essay on mining, of the economics of medieval and early modern peasant society could have been a useful addition to help O level scholars understand in-field and out-field. Although this is a good, reliable, old-fashioned encyclopedia—and just worth the price.

for excavation for the first time: archaeologists are not over-lazy, but are being solved.

G. A. Lester's book, The Anglo-Saxons does indeed draw on modern excavation, but his sources are much wider than this. Much of our knowledge still remains unexplored in the literary records of the time, both secular and ecclesiastical; Mr Lester's sources range from churches and monuments, from Bede to Sutton Hoo, the Bayeux Tapestry to the Anglo-Saxon Chronicles, from contemporary poetry, letters and other writings to the excavation reports of today.

Given this wide range of material, The Anglo-Saxons could not help but be a diverse book; it is a history in a topical rather than a chrono-

logical sense. Although one loses the sequential development of the society it discusses, the author more than makes up by his skilful handling and organization of his subject. Topics range from the origin of the Germanic tribes, their settlement, religion (both before and after conversion), farming, the organization of their society, law and domestic life.

The study assumes a previous groundwork knowledge of the period, but it provides information about the lives and world of the early Englishman that is both readable and convincing. The final chapter gives some useful information on where to find Anglo-Saxon remains today, in museum, church and field.







Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Table listing various appointments including Secondary Education, Nursery Education, Middle School Education, and Primary Education with associated numbers.

Table listing further appointments including Deputy Headships, Deputy Headships Senior, and Deputy Headships Junior with associated numbers.

Table listing appointments for Preparatory Schools, Colleges of Education, and other institutions with associated numbers.

Appointments wanted

Other classifications

Table listing other classifications including Public Notices, Educational Courses, Awards and Scholarships, etc.

Teachers wishing to apply for a post in Scotland should be advised to ask the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh 8 SA1) for information about eligibility for registration with the Council.

ileA INNER LONDON EDUCATION AUTHORITY

Eastwood Nursery School, Aubyn Square, SW15

Headship

Vacant Easter, 1977, Roll 30 full-time and 56 part-time pupils. Burnham Group 2, salary £4,311 to £4,839, plus £312 supplement, plus £402 London Allowance.

Please send self-addressed foolscap envelope for application form and further particulars to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for return of completed application forms 25 March.

PRIMARY HEADSHIPS continued

Table listing primary headships in various areas including KIRKELES, LEICESTERSHIRE, LINCOLNSHIRE, LIVERPOOL, NEWHAM, etc.

Derbyshire headships

Applications are invited from suitably qualified primary teachers for the Headships of the following schools. Christ Church CE (Controlled) Primary School, Chesterfield 270 Children GROUP 5. Holme Hall Primary School, Chesterfield New school initially with 120 Children rising to 245 GROUP 4.

Nursery Education

HEADSHIPS: Nursery Education, Headship, Headship Senior, Headship Junior.

Headships

HEADSHIPS: Nursery Education, Headship, Headship Senior, Headship Junior.

Headships

Headships: Deputy Headships, Deputy Headships Senior, Deputy Headships Junior.

Other Appointments

Other Appointments: Deputy Headships, Deputy Headships Senior, Deputy Headships Junior.

Primary Education

Primary Education: Headships, Deputy Headships.

Other Appointments

Other Appointments: Deputy Headships, Deputy Headships Senior, Deputy Headships Junior.

Primary Education

Primary Education: Headships, Deputy Headships.

Other Appointments

Other Appointments: Deputy Headships, Deputy Headships Senior, Deputy Headships Junior.

ilea For teaching posts in Inner London See pages 60 and 61. Includes logo and contact information.

Classified Advertisements. The charge for advertising in all classifications is 66p per line (minimum 3 lines).

Education Headteacher. Spring Street Junior School, Spring Street, Hucknall, Nottingham. Quelled teachers are invited to apply for appointment as Head Teacher of the above school.

West Heath Nursery School. 200 West Heath Road B31 3HB Group 1. Applications are invited from suitably qualified teachers for the post of HEAD TEACHER.

BIRMINGHAM CITY COUNCIL. Shropshire Education Committee, Crowmoor County Primary School, Shrewsbury. Headship (Group 6).

ilea Hackney Free & Parochial C.E. (J.M.) Isabella Rd., E.9 Head Teacher. Application forms from and returnable to the Correspondent to the Managers, Mrs. D. Steele, 4 Summerhouse Road, Stoke Newington, N.16.

Lincolnshire Headships. Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER in this Group 2 school for the autumn term, 1977.

ilea Head Teacher. Hackney Free & Parochial C.E. (J.M.) Isabella Rd., E.9. Application forms from and returnable to the Correspondent to the Managers, Mrs. D. Steele, 4 Summerhouse Road, Stoke Newington, N.16.

EDUCATION DEPARTMENT Boothferry Road First School, Henry Street, Goole. Applications are invited for the post of HEAD of the above school to commence duty in September 1977.

Humberstone County Council. Southend Area - Readvertisement. Bourne Green County Infants School, Burlescombe Road, Southend-on-Sea (Roll 161) Group 3. HEAD for this Infants School with effect from 1 September, 1977.

HEADSHIP NEW SCHOOL NEW CHALLENGE. Cornhill County First School - Group 4. The headship of this new, first school, which is expected to open in January, 1978, will be available from 1st September, 1977.

EXTRA Careers guidance

Because of industrial action by the Society of Lithographic Artists, Designers, Engravers and Process Workers we are unable to print the drawing planned for this space

What industry wants

By T. M. Higham

A year before he died, Sydney Smith noted some of the improvements that had occurred between 1771 and 1844—gas lamps, macadamized roads, bridges, the penny post. He was surprised they had not taken place two centuries before.

Industry seeks those who want to make money—that is to create wealth by making, marketing and selling products; it needs those who realize that unless a firm makes a profit it cannot stay in business. Let alone provide the many fringe benefits so often taken for granted.

FURTHER EXERCISES IN CAREERS EDUCATION

Published next month, Further Exercises in Careers Education, edited by Ray Hoppell, is a sequel to the highly successful Exercises in Careers Education. It contains over 15 more practical exercises for classroom use.

YOUR CAREER WITH CHILDREN

by Sheila Hart, with a foreword by Lady Plowden. The first book since the 1950s to inform school leavers, careers advisers, those wanting a change of career, and mothers returning to work, which careers offer contact with children, other than the better known areas of teaching and nursing.

careers consultants. T. M. Higham is recruitment manager for Ruemree Mackin, Lash Ltd.

PRIMARY Deputy Headships continued. CHENWALL EDUCATION COMMITTEE Applications are invited from active teachers to the post of Deputy Head of the Infant School at Chenwall. Salary scale £10,000 to £12,000. Applications should be sent to the Chairman, Mr. J. H. Jones, Chenwall School, Chenwall, Wiltshire, SN13 6LQ, by 25th March 1977.

WILTSHIRE DEPUTY HEADSHIP CHENWALL DEPUTY HEADSHIP Applications are invited from active teachers to the post of Deputy Head of the Infant School at Chenwall. Salary scale £10,000 to £12,000. Applications should be sent to the Chairman, Mr. J. H. Jones, Chenwall School, Chenwall, Wiltshire, SN13 6LQ, by 25th March 1977.

DEPTFORD DEPUTY HEADSHIP Applications are invited from active teachers to the post of Deputy Head of the Infant School at Deptford. Salary scale £10,000 to £12,000. Applications should be sent to the Chairman, Mr. J. H. Jones, Deptford School, Deptford, Kent, ME15 6LQ, by 25th March 1977.

LEICESTERSHIRE DEPUTY HEADSHIP Applications are invited from active teachers to the post of Deputy Head of the Infant School at Leicestershire. Salary scale £10,000 to £12,000. Applications should be sent to the Chairman, Mr. J. H. Jones, Leicestershire School, Leicestershire, by 25th March 1977.

WILTSHIRE DEPUTY HEADSHIP Applications are invited from active teachers to the post of Deputy Head of the Infant School at Wiltshire. Salary scale £10,000 to £12,000. Applications should be sent to the Chairman, Mr. J. H. Jones, Wiltshire School, Wiltshire, by 25th March 1977.

DEPTFORD DEPUTY HEADSHIP Applications are invited from active teachers to the post of Deputy Head of the Infant School at Deptford. Salary scale £10,000 to £12,000. Applications should be sent to the Chairman, Mr. J. H. Jones, Deptford School, Deptford, Kent, ME15 6LQ, by 25th March 1977.

County of Cleveland PRIMARY SCHOOL SCALE 2 POST LINGFIELD PRIMARY SCHOOL Buxton Avenue, Marlon, Middlebrough, Cleveland TS7 8LP. Required for September, or earlier if possible, an Infant/Junior teacher for this open plan Primary School, able to enter a major role of the curriculum.

METROPOLITAN BOROUGH OF STOCKPORT Primary Required for September, 1977: Deft Primary School, Blackstone Road, Olderton. DEPUTY HEADTEACHER. (Tel. 370/175) Group 6.

DEPTFORD DEPUTY HEADSHIP Applications are invited from active teachers to the post of Deputy Head of the Infant School at Deptford. Salary scale £10,000 to £12,000. Applications should be sent to the Chairman, Mr. J. H. Jones, Deptford School, Deptford, Kent, ME15 6LQ, by 25th March 1977.

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# On the graduate frontier

### Should careers services in higher education try to effect changes in the careers field?

By Norman Lloyd

Careers services in universities and polytechnics are staffed by full-time advisers based in the institutions. Ten years and more ago, when graduates were in short supply, attractive posts in academic life and outside were fairly easily obtainable and appointments hurriedly obtained by universities, were thought to be of minor importance. Employers, however, regarded them as a useful means by which they could attract potential recruits.

In the early seventies, as graduate supply began to overtake demand, careers guidance became essential in most students. Instead of "which job offer shall I accept?" the undergraduate began to ask "where do you think I may be able to get in?"

Following the change in student attitude to the careers service, staff opinion has also begun to alter. Traditionally, university teachers have been primarily concerned with raising the mind of the student. How the student used his mind subsequently was up to him. Recently, though, more lecturers have begun to show an interest in the employment prospects of their students, something which was previously

largely confined to staff in applied science and engineering departments.

A reason for this interest is that sixth-formers have become aware that a degree is not necessarily a passport to a job and have been querying the vocational relevance of some degree courses.

Meanwhile, attitudes inside the institutions towards careers services have been changing. The services themselves have been developing their facilities and their ability to help the student. A major step was taken in 1967 when the existing university services banded together to form the Standing Conference of University Appointments Services (SCUAS), now enlarged to become the Standing Conference of Careers Services in Higher Education.

In the British tradition, SCUAS was formed just in time. As soon as its information sheet system was established, the contracting market in 1971/72 made the accuracy of information on a wide range of jobs essential. Central notification vacancies through the Central Services Unit, followed in 1972 and the link with employers through

The House of Commons Select Committee on Science and Technology observed recently, as a result of its investigations, that there was antipathy within universities to industry. It recommended that an inquiry be held into the careers advice being given in universities, implying that the careers services were the culprits. If the committee had taken evidence from careers services before making the recommendation, instead of relying solely on outside comment, it would surely have recommended differently.

Should careers services in higher education try to effect changes in the careers field? At first sight, perhaps not, as their primary function is to help the student achieve his aim after graduation. But let us look at the question more closely. There is no doubt that careers services must be aware of changes in the opportunities available to the graduate, and should publicise these changes.

The difficulty of obtaining a discretionary award from the local vocational training, the fewer jobs available in the public sector, the industry and the manufacturing sector, in certain subjects, of finding a teaching post are all recent happenings of which the final-year students must be made aware. Academic staff should also be kept informed.

Direct help can also be provided to employers. Students offer comment on employers' interviews, graduates tell advisers about their early training and work experience, and SCUAS is about to help the Data for Manpower Studies in a major survey of the employ-

# CAREERS & OCCUPATIONAL INFORMATION CENTRE

## Buff bounty

By John Doble

One British industry which cannot be accused of sluggish growth in the past couple of decades is the production and distribution of careers information. Such is the problem which now confronts the hard-pressed careers teacher that one critic has likened his situation to "walking up the down escalator while its speed is steadily increased."

As the distributor of some 2,500,000 careers pamphlets a year to schools, colleges and the careers service, COIC must take some responsibility for the teacher's predicament. But we are not wholly to blame for it. Many other factors have contributed.

The Alhambra report on the Youth Employment Service in 1963 recommended that central government should step up the distribution of recruitment literature to schools to help stimulate the growth of careers work; commercial publishers stumbled on the profits to be made from combining career descriptions with recruitment advertising; and in the past few years particularly, many educational materials firms have seen the scope for developing new aids to careers education and guidance.

The first attempt to give this increasing barrage of material a sense of direction took place in 1968 with the then Central Youth Employment Executive (CYEE), COIC's predecessor in respect of careers information work, and the

of items which are coming on to the market to give further depth to your careers work.

Newscheck began five years ago as a primitive abstracts service to which was attached a list of all the free pamphlets which COIC had distributed in the previous month. For the first three and a half years it was distributed only to the Careers Service, but about 18 months ago we saw it as the best vehicle for keeping teachers up to date in the way I have described.

The abstracts have continued. We regard it as important that we should publicise items of careers information news as soon as they become available, and the Careers Bulletin, published only three times a year, was too slow a medium for this purpose. The same could be said of book and film reviews. By the time these reached schools via the Careers Bulletin many decisions on hire or purchase had already been made.

We have thus combined in Newscheck our coverage of all the elements of careers work on which news needs to be promulgated quickly. Naturally we use the magazine as a means of publicizing our own priced products—our range now includes OHP sets, a cartoon slide-tape presentation (the redoubtable Neville Spargo), and some lively leaflets for the less academic child—but we also endeavour to review other organizations' publications.

While we would not pretend that our judgments are infallible, we can boast a body of expertise at COIC which gives us some confidence in prizing our verdicts—our staff includes experienced careers officers and careers teachers and an occupational psychologist.

While Newscheck will help you to keep an existing careers machine well tuned, it will not tell you how to build one from scratch. A word or two for the benefit of those newly charged with careers responsibilities may not come amiss. The basic documents needed for guidance are the Careers Library Classification Index, which can be obtained free of charge from COIC; and a good bibliography. It has not been possible for us to review all the material we had hoped and it will be necessary

# You can't give responsibility like this to just anyone.



### Graduate Entry Scheme

Any graduate or sub-graduate in the final year of a full time degree course up to the age of 30 should consider the advantages of the special entry scheme. Any University or CNA degree is acceptable.

For further details write to: Sign, David Miller, Room 511, Horseferry House, Dean Ryle Street, London SW1.

Graduates or final year sub-graduates who do not normally apply under the special entry scheme but who wish to be considered, can still apply under the policy as normally operates, and it is successful without a further opportunity to apply for a graduate entry scheme place during the first twelve months of their service.

### The challenge of the big cities

After the first two years they may decide that the Uniform Branch gives them the variety and satisfaction they seek. Or they may be looking for the chance of a more specialised role in Traffic or the CID. The opportunities are there. Especially in the big cities. There's a current need for men and women to help crack the problems the big cities produce.

Rank	1976	1977	1978	1979
CONSTABLE	C2,745	C2,408	C2,490	C2,624
SEEGANT	C3,788	C4,344	C4,482	C4,886
INSPECTOR	C4,640	C5,300	C5,450	C5,814
CHIEF INSPECTOR	C6,200	C6,978	C7,124	C7,528
SUPERINTENDENT	C8,978	C9,742	C9,822	C10,418

Current maximum real allowance varies from £4,200 - £8,800, according to area, (half for single divers).

Starting pay is £2,400 per annum for a 40 hour week, rising to well over £5,000. Plus free housing or a generous rent allowance.

### A POLICE CAREER

Makes the most of your youth, brains and education.

For more information about life and career prospects in the police, please write to: Police Careers Officer, Dept. P.C., 4th Floor, Pope House, 45 Great Peter Street, London SW1P 3LT.

Please send me the illustrated brochure on training, life and career prospects in the police.

Name \_\_\_\_\_  
(Mr, Miss, Miss)  
Address \_\_\_\_\_  
County \_\_\_\_\_

If you would like to discuss police careers with a member of the Police Service, please tick here:

# Behind the scenes

### Adeline Harcup on courses for arts administration

Arts administration is a relatively new career. Or perhaps more accurately, it is the older great administrators who in fact are administrators—it would be more accurate to say that it is a newly recognized career. Until recently there was no specialized training for it. Then, in 1971 the report of the Arts Council's committee of inquiry into arts administration training threw out some challenging ideas. There are now two recognized courses in the subject, one by the Arts Council and the City University's centre for arts and related studies.

The two parent organizations work closely together, and the City University diploma course is run in conjunction with the Arts Council. Lasting 11 months, it is for the arts, music of interest have already done two or more years of university diploma in arts administration in an artistic subject, and a "equivalent qualifications" are accepted, and most of this year's 18 students happen not to be graduates.

Applicants to the City University course must expect a strenuous and crowded 11 months, with many varied and unrelated subjects in master. The students' widely varied backgrounds—science, law, music, art school or art background—science proved just as useful a launching-pad as music college, art school or art background in work in. Inevitably they have divergent views on such basic questions as how public money should be spent on the arts and what cooperation there should be between arts administrators and outside bodies like the Arts Council.

The diploma course students spend their first two terms in the university. In lectures, group discussions, case studies and management games they study the structure of the arts in Great Britain, and go on to intensive courses in accountancy, law, marketing and other necessary skills. John Pick, director of studies, explains that the course is two-thirds vocational and one-third concerned with the student's own creative potential in his chosen art.

There is a lot to learn. The social framework, for instance, includes the exchequer budget and the national economy, local government and the types of Arts Council and its contribution to the arts, and the arts and the entertainment industry in society.

Legal aspects studied range from companies and charities acts and the

# Careers & Guidance Resources

## Prospect

### The Careers Education Course for 4th, 5th and 6th Years

Written for use in class, group and individual work, Prospect is published twice a term. Each issue has clearly defined aims and is accompanied by extensive Teacher's Notes which, with the magazine/workbooks, form a complete teaching resource. The objectives as defined in the Teacher's Notes will be approved by all those concerned with the development of contemporary approaches to careers education.

Editorial and Advisory: Ray Heppell and David Cleaton, respectively President and Secretary of the National Association of Careers and Guidance Teachers, and Christine Morris BA.

#### Prospect I 4th Year

Provides a flexible Careers Education Course with these aims:

- (1) Understanding yourself
- (2) Opportunities in work and education
- (3) Choice and decision-making
- (4) Understanding your community.

The material is suitable for use with a wide ability range in integrated courses and is adaptable to local needs. The course has been in use in hundreds of schools since 1974.

#### Prospect II 5th Year

Has the same aims as Prospect I, and develops its themes. Teacher's Notes give these guidelines for each exercise: Aims and Objectives; Resources and Preparation; Method of using material.

#### Prospect III 6th Year

A carefully planned course, which will give you, in one simple resource, the essential materials for teaching a sound Careers Education Course in the Sixth Year.

#### Personality

by Dr Barrie Hopson who devised SPEEDCOP

A new card game for use with groups of young people, designed to promote self-knowledge and personal development, as well as being enjoyable and entertaining. Educational objectives are to enable the student to collect information about himself, about the other players, and about the world and community in which he lives, while encouraging the development of social skills and self-expression.

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# Teaching—choice or chance

By Tony Howarth

When I began to teach, about 15 years ago, it seemed easy to make a career in education without much in the way of preparation or planning. There were those who indulged in the extravagance of a DipEd, but for me and many others a degree was passport enough; and once inside you could move around freely without anyone asking for further credentials. The old London County Council made you have an X-ray, but that was all; if you were FFT (free from infection) you were FFA (fit for action).

Once in, it was almost as easy to move up as to move around. If you were any good, something called promotion sought you—you did not have to exhaust yourself hunting it down. A career could be a leisurely motor, more of a response to love and a reaction to chance than a deliberate campaign. Careers by attrition (banging simultaneously on any number of doors until one opened or fell beneath the onslaught) were exceptions to the rules by which teachers generally made their way.

There were exogenous factors which sometimes made necessary an unsavory haste to promotion and a few extra quid: marriage and procreation were chief among them. Admittedly, the pay was not all that good, but the job was secure, and, at bottom, you felt that whichever I.C.A. you grazed needed you more than you needed them.

There was little, if any, temptation to think of employment in any other sector than the one you had started in. Graduates were secondary, and non-graduates primary; FE

was where mechanics studied at night; whether you were maintained or independent depended on whether your youth had been pronoun or public. Most teachers had had no careers guidance as boys or girls. They were there by design or default, but no one knew or seemed to care much which it was. One had become a teacher by a kind of osmosis.

To fully paid-up, certificated, unemployed, would-be teachers in 1977 all that may read like something out of Herodotus—a bit of the old history, and wholly irrelevant to their predicament. If, on the other hand, they are now wondering why they chose to become teachers or all that slipper from my memoirs may serve some little purpose—if only to suggest that, in all probability, the reasons why many young people tried to become teachers in 1976 were remarkably similar to the reasons why people like me became teachers in 1961.

By and large, a decision to become a teacher can still be more positive than active. It is something one may elect to do if one is reasonably clever, has salted away enough Os and As, and has no particular desire to be an engineer, doctor, lawyer or merchant banker, or get one's hands dirty. It is only a short walk from the classroom to the common-room, and the surroundings, the language, and the tools are already familiar. It still looks like a safe essay into a known world.

Some people might add that the schools themselves teach that teaching is the most respectable way to earn the monthly bread and then avoid any responsibility for talling the impressionable young what "teaching" is. And none of this should take any credit away from a Department of Education and Sci-

Because of industrial action by the Society of Lithographic Artists, Designers, Engravers and Process Workers, we are unable to print the drawing planned for this page

ence which, in the past few years, has incited too many people to teach by the over-provision of places in training institutions.

For all those reasons—but primarily because we have ended up by recruiting and training more teachers than can be employed—think it not too radical to suggest that young people who now choose to teach (or look as though they are about to fall into it, *fauc de mieux*) should be better informed about what "education" is, what varieties of opportunity it offers, what it takes to succeed, and what the prospects are for employment—let alone promotion.

At the very least, better and more comprehensive information should help some young people to think again about what they may be letting themselves, and their future charges, in for.

Let me give just one example, of adolescents who choose to make a career in education for a worthy but inadequate reason: they want to help those less fortunate than themselves. In a chapter on "Special Education" in the new *TES Guide to Careers in Education*, Mary D. Wilson encourages second thoughts about the subjects of vogue sympathy.

"The delicate are not usually limp like the sick child at home and can be over-active; the mal-adjusted are not on the whole timid and anxious children who need to be drawn out; the physically handicapped may love learning or emotional problems just as seriously as their obvious disability. . . . There is a danger that some people will be attracted to this work in an attempt to satisfy their own emotional needs. Unless they know their own difficulties sufficiently to be dependent on an emotional response from children they will not be happy or useful in the work."

The italics are mine; career choices cannot be about what people would like to do; they have to be realistic assessments of capability, and they sometimes have to be showed with a generous dose of cold water.

Nor is it, I think, arrogant to suggest that teachers already in employment should know more of what obtains in sectors of education other than their own. Teachers can and do cross sectors in their careers; perhaps more would choose to do so if they knew what went on beyond those frontiers.

If teachers can no longer be sure of moving straight into teaching, neither can those who already have jobs afford to drift or ease in the market, confident that the right post will turn up sooner or later, and that respect the early 1960s are ancient history.

A process of opening options as progress is made in work and study. By W. B. Palmer

# The part-time route

It is too easy to assume that staying on in the sixth form provides the best educational opportunity for any boy or girl who has the ability to cope with, or even attempt, A levels. In the one hand, teachers have normally trodden the path through sixth form to higher education, and on the other educationalists have far decades wanted to extend to an even larger proportion of the population the opportunity for full-time higher education. The concept has grown among teachers, pupils and parents that staying on at school, entering higher education and getting a degree will lead to better job prospects and a happier life. But will it?

Of course, many leave school as soon as they can, but increasingly those that do are regarded as the drop-outs of the system. In earlier decades a higher proportion left school by 15 or 16 into a variety of occupations and combined a job with part-time study. For instance, between the wars and right into the 1960s the normal way to become a professional engineer was through an apprenticeship combined with part-time study for an Ordinary Certificate, and eventually membership of a professional institution. Nor all those that started on the road reached the end, but at each stage the motivation was clear, and each interceding qualification was relevant to industrial goals. As a system it produced some fine engineers with a confidence in all aspects of their calling, and colloquially was known as "coming up the hard way" as compared with full-time education and a degree. Often there could be no better compromise but it did illustrate that many years of heavy part-time study were required, particularly before day-release was common.

Part-time study was, however, criticized as breeding a unicultural and conventional outlook compared with the greater intellectual flexibility and better scientific grounding from full-time study for a degree. During the last decade the professional institutions have moved towards demanding a degree for professional status, but at the same time it has become common for boys to become good apprentices to take a degree by sandwich or full-time attendance at a polytechnic or university. In fact, during the 1960s a high proportion of degree students in polytechnics had entered on the basis of an OCE and were very successful in their studies and subsequent careers.

Returning to the current problem of the 16 to 18-year-old in school and later in university, say, I know where they are going, and I know what they are doing. I find that nobody wants to employ them. It is more usual though for a young person to be unclear as to his final career and to be assailed by doubt. Progress has been made in providing more flexibility of study and in higher education, in the hope that a student's choice will develop and home onto a desired or even relevant qualification. But the usual part-time subject strength, which may merely reflect the personalities of previous teachers, and at each stage there will be a strong temptation to keep academic options as open as possible. This is a process of negative decision rather than honing, and it can lead to personal dissatisfaction, mediocre performance, and complete loss of direction.

Some stay on in the sixth form and do not achieve a good enough performance to enter higher education or become disillusioned with education. The tendency is then to seek employment in secondary occupations rather than primary industry, because industry is more accustomed to an intake at an earlier age and there is a natural disinclination to slip back two years and join one's juniors.

It would therefore appear that the present tendency of our system of education and training, at least from the point of view of the industry or engineering sector, is to produce a subject of his own and a degree.

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Dr. W. B. Palmer is Lecturer in the Faculty of Engineering, Lanchester Polytechnic, Coventry.

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## Failing the girls?

By F. G. T. Holliday

It is a disturbing fact that only 25 per cent of places in the science faculties of Scottish universities are occupied by women. However, even that proportion looks high when one counts the number of women in attendance at a full meeting of the teaching staff of a science faculty!

The overwhelming preponderance of men is in itself a reflection of the number of applications received when a staff vacancy in a science department is advertised; and there is, of course, no discrimination against girls at the admissions or any other stage of a university education.

The fact is that girls and women drop out of science faster than boys and most whenever the opportunity is presented for them to do so, and the attitudes that underlie this have begun to be fixed at about the age of 13.

There have been many attempts to analyse the reasons for this dropping out. Sex typing of the subjects of science is still all too common; parents, other relatives and teachers of many girls apparently still regard the sciences (especially the applied sciences) as boys' subjects, and whether they realize it or not influence girls to turn away from the subjects.

Admission of girls into courses such as civil engineering, electrical engineering and chemical engineering are lower even than admissions of girls to courses in physics and chemistry. Even in the biological sciences, in which girls have in general been well represented, the applied science departments of forestry and agriculture see relatively few applications from girls.

The contrast with medicine, in which the interest of girls is growing and which is also founded on a training in science, perhaps indicates that the nature of the job in respect of contact with patients and performance in subjects "on auto".

Why is medicine, an applied science that attracts girls, and engineering one that does not? If the reader says "It's a more feminine subject", let the reader also say why it is. This is not only a British phenomenon; many European and American countries do, and some engineers are not regarded as unusual in Russia.

Researches (notably those of Alison Kelly) appear to indicate that in the past science curricula in schools and universities have not been sufficiently "on auto" to suit the fact that most girls appear to have different attitudes to and expectations of a science subject than most boys, and that both the content of a course and its method of presentation may need to take this fact into account if girls are to stay "in" the courses.

It is not that the scientist is seen as an untidy, absent-minded crank; that bit of mythology may even be true but it is not the cause of the problem. It is, however, there is a stigma of references to the "traditional scientific personality" - someone reserved, end detached, self-sufficient and individualistic. Science specialists are on the whole "convergers" and arts specialists "divergers".

To succeed in science as it is now taught it would appear that girls need to be able to approach their studies in the same way as most boys do, and very many, perhaps more, than some, capable (in the 1970s) to do this. Both education and culture in science are thus closed to them.

It is no surprise then to find that, even in professions based on the biological sciences, women are a minority. In 1976 only 19 per cent of the members of the Institute of Biology (2,100 out of 11,000) were women. Table 1 gives a picture for science in general.

Table 2 (from the same source) shows how the type of work done by women scientists differs from that of men. Table 3 (derived from the 1976 survey of the Institute of Biology) shows interesting differences, some of which are not taken account of in the general statistics. It is quite illegal to discriminate against an individual on grounds of sex, so that by virtue of law rates of pay, appointment and promotion within jobs should be the same for men and women. (Other things being equal.)

Some of my colleagues are sceptical that in spite of the law there will be anything like a very slow change. They say that selection processes, to which women still present opportunities for discrimination, are always complex, usually being directed by men. The social factors that have influenced women from careers in science have influenced the attitudes of men.

As a veteran of a few British selection committees I know that all selectors declare all of the reasons for choosing one candidate rather than another, and I have seen some of the marks that face of sex discrimination cases. I also know some of the ways in which women discriminate against themselves.

There are now very many reasons for urging new efforts, at all levels, to maximize the opportunities for women in science, and to help them to get the best out of their education and university training. The process is always complex, usually being directed by men. The social factors that have influenced women from careers in science have influenced the attitudes of men.

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On the international level there are the great multi-national organizations and British groups with important hotel and leisure interests and links with international airlines and travel agencies. This diversification of activities means that those who enter the industry can follow particular interests.

Hotels and catering are constantly developing. The rapid growth of tourism has brought more visitors from overseas. People have more leisure. They eat out more and have longer holidays. Most executive commercial and professional appointments are travelling and hotel staff conferences, seminars and meetings to attend.

Within the industry there is room for boys and for girls of school leaving age upwards of all ranges of ability, from those who are proficient in the three Rs, to those with O and A levels. More important than educational qualifications, however, are those qualities of a more personal nature.

The industry looks for people with strong personalities, who are of good appearance, have the right attitude to work and are willing to aspire to the standards required in meeting the needs of customers.

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From the Survey of Professional Scientists 1971. Published by Department of Trade and Industry. Membership of various science institutions

Percentage	women
16.4	
24.8	
11.5	
0.7	
3.3	
4.7	
4.7	

Table 2

Total	General	Research	Other	Other	Other
	ment	Development	Scientific	Work	Work
Men Scientists	27,035	2,765	11,203	6,167	874
		8.7%	41.4%	22.8%	23.7%
Women Scientists	1,333	0.9%	33.1%	18.5%	43.8%
					3.7%

Table 3  
Women's remuneration as a percentage of that of men (1974, based on median salaries for each group)

Age Group	21-25	26-30	31-35	36-40	41-45	46-50	51-55
Men	82.7	83.1	82.3	86.8	81.6	74.9	72.3

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CRAC

# Meeting changing needs

Ray Hurst on the local authority careers service

It is almost three years from year in Scotland since the present local authority careers service was established under the Employment and Training Act 1973. The Act widened the whole scope of the "new careers service" and it only created the legislative framework for the service and it has been largely left to individual authorities to determine how their own careers services perform their functions within the general policy guidelines issued to authorities by the Employment Secretary. The area advantage of a locally administered service is that it can adapt its work to meet local needs. It can avoid stereotyped methods of work and allow experiments and innovations, essential if the careers service is to meet the constantly changing needs of its clients. Unfortunately, the setting-up of the service on its present basis was shortly followed by the policy of severe cuts in local government expenditure and the worst economic recession since the 1930s. These two factors have meant that the hopes for allocation of resources to enable the service to carry out all of its new responsibilities, especially in the field of career guidance work with students in further and higher education have not, as yet, been forthcoming. But in addition to the priority the service has had to give to assisting unemployed young people generally, it has also carried out a most significant expansion in its guidance work, especially in the further education sector, a new duty given in the service under the 1973 Act. And it has also been able to develop its industrial liaison work with employers and its employment placement record has been quite remarkable, considering the chronic unemployment situation. The following statistics clearly reflect the considerable development achieved by the service since 1974. The figures given predominantly apply to a two year period since the new legislation. For comparison, figures are also given for the three year period prior to the implementation of the Act. It is important to appreciate that the figures given above for 1974 do not include work undertaken by the temporary officers allocated to the service in 1975 to assist it to deal with unemployed young people, neither do they fully present the work of the service with unemployed young people, thousands of whom have been encouraged by the service to enter one of the special schemes introduced to help alleviate their problems. Overall, the statistical record of the service during the past two years compared with the previous three-year period, despite the effect of RSLA on data recorded, confirms a trend towards its greater involvement over the whole spectrum of its responsibilities. The amount of work carried out in further education is especially important. The service's Industrial Liaison has been subject to some criticism over the years that its contact with employers, and its placement work generally, has been given insufficient priority. Staff have consistently rejected these criticisms, pointing to the service's placement work which compares more than favourably with the record of the state's employment services generally despite a proportionately unequal share of the resources allocated. The increase in first placements during 1976 over the total for 1975 in a worsening economic climate is a tremendous achievement. The service's Industrial Liaison work, however, is not confined to placement. The present "great debate" about curriculum content, transition from education to employment and school-leaver adjustments, is not new to careers officers. The service has been accompanying for years in bringing industry and schools closer together through careers activities and other special initiatives. Its unique position within educational institutions and other special initiatives, its "extensive" guidance and placement service, enables it to take objective attitudes and to give per-

sonal guidance having prime regard to the best interests of the individual. In undertaking this task, however, it endeavours to do so with responsibility to employers. Although there has undoubtedly been some improvement in the past two years in the allocation of resources to careers education and guidance work in schools much still remains to be done. The deficiencies identified by the DES Education Survey in 1973 focused attention on the problem of sufficient in-service training for the staff in the schools, however, is the attitude of individual authorities to the question of careers education. Experience shows that where elected members can take the lead in emphasizing the importance of career choice and the role of the education service in preparing young people for their "economic role" in society, as they have done in some authorities, including my own, a great deal can be accomplished. The projected comparatively high level of unemployment during the next few years will undoubtedly continue to have significant implications for the careers service, it will be present and must be concerned with the "care" curriculum transition from education employment. The Government's industrial strategy of giving priority to the manufacturing sector of the economy. The question of adequate resources for and status of the careers service will, of course, remain a crucially important factor. Can it be claimed that the service has yet achieved sufficient status at national and local level that it commensurate with the importance of its work? The Department of Employment must strengthen its careers service branch to enable it to provide full and effective supportive services to all career service staff in the field and in this respect the Careers Service Advisory Council must be an initiating body. The Manpower Services Commission are giving considerable evidence of the importance they attach to their employment services. Local authorities should respond by improved status, perhaps by making it an executive decision which they should only be commensurate with the broad responsibilities of the service over the whole sphere of secondary, special, further and higher education and in the further education sector. Imparting post-education about market chief education officers will also need to respond to the expected Government announcement about a mandatory training requirement for careers officers.

Ray Hurst is honorary secretary, Institute of Careers Officers.

Number of Vocational Guidance Interviews	1971	1976	Total	Total
Schools	724,629	798,496	1,523,125	1,366,342
Subsequent Interviews	401,522	46,947	448,469	981,007
Colleges of Further Education	51,583	71,218	122,801	117,111
Interviews with other Young People	141,800	191,541	333,341	438,001
Number of Group Talks/Discussions				
Schools	67,191	69,852	137,043	237,750
Colleges of Further Education	4,389	4,119	8,508	15,067
Parents	2,278	8,448	10,726	20,590
Employers and Teachers	23,891	29,884	53,775	47,157
Number of Visits to Employers	63,021	91,511	154,532	144,599
To Further Education Establishments	14,847	16,210	31,057	29,025
First Placements into employment	163,370	197,606	360,976	462,079



The past may, at first showing, appear to dominate the new recruitment film that Charles Barker Films have made for the Prudential Assurance Company, in fact the dramatized vignettes, acted extremely well by members of the Prudential Dancers, showing the growth of the company against a background of national and world events, are evenly shared with sequences of the modern Prudential, fast and automated. Further than describes in detail the variety of career opportunities provided within so large an organization, the film also seeks to create a different scholastic atmosphere, of a good working atmosphere, interest sufficient to create a desire for further information and the film will be shown to selected schools in the London catchment area, to careers officers, teachers and members of university appointments boards. Further information is available from the Staff Manager, The Prudential, 142, Holborn Bars, London EC1

# Getting the priorities right

Jeff Engel and Robert Foster on the role and work of the careers teacher

In the past, an inexact science, and for schools in trying to solve in every short-term trend in our highly fluid economic circumstances could well have serious consequences for individuals in the schools. What, then, should schools be doing? Two factors would seem to be central. The first is the need to educate young people not so much for working in industry but rather for living in an industrial society where some opportunities for living a satisfying life are to be found in paid employment, and others must be sought in family and society. Many aspects of the school curriculum contribute to this preparation—literacy and numeracy being most frequently cited. However, there also needs to be curriculum time devoted to a course of study—be it called careers education, social studies, personal and social education, or whatever—enabling pupils to understand themselves and the society in which they live, the organizations which effect their lives profoundly, and how they can maximize control over their own lives. It is clear that there is a willing-

ness on the part of many pupils to learn their own values, needs, attitudes, skills, to the extent in which they live. This process is clearly in the benefit of both the individual young person and society as a whole. Our hard times make it more than ever imperative to enable young people to make the most of their opportunities and talents. In times of economic difficulty, there is a tendency for helping services to be targets for cuts. Yet it is at such times that, perhaps, the greatest need arises for people with the time and expertise to help school leavers to live constructively through unpalatable circumstances; to cope with uncertainty; and to create their own opportunities for successful living in the face of such recurring crises as cyclical unemployment. There is a pressing need for someone who can maintain this individual focus; to help young people sort out what is important for them, and to reduce the risk of their being swamped by immediate national pressures as they set out on life. In the light of these arguments it would seem that the campaign for more resources for careers work can be changed from a generalized "cry for more" to pressure of a rather more specific kind. There are signs of a limited increase in the numbers of careers teachers, suggesting that more schools are beginning to take careers work seriously. It also appears that where careers teachers are able to work more professionally that careers officers also find their contribution is fuller and more effective. There are also a lot of resources, both in school and in the community, which are not yet fully tapped. The need is for committed careers teachers to be given two things—first, training to enable them to develop the necessary expertise, and second, time to develop programmes of careers education and individual guidance. Like Janus, the careers teacher stands at the door of the school looking outward into the world and inward into the essential functioning of the school in the interests of individual pupils. Properly equipped he can play a key role in the orientation of the school and in promoting an effective dialogue at grass roots between the world of school and work, both of which will still be in flux long after the national education debate has subsided. Jeffery Engel is principal lecturer in counselling and related studies at Edgely Hill College of Higher Education. Robert Foster is careers teacher at St Thomas More School, Wigan.



# If they're interested in the Navy, don't let them miss the boat.

Even with about 750 vacancies occurring in the next twelve months, some people will have to wait quite a while before they can actually join the Royal Navy, Royal Marines or Women's Royal Naval Service.

needing nearly 750 girls between 17 and 28 to work ashore alongside the men of the Royal Navy and Royal Marines. They can look forward to a varied and interesting career in one of the twenty different categories we have.

The reason's very simple. Not all our vacancies fall due at the same time, and with some specialist categories there's always a waiting list to get on the right training course. In fact, how soon anyone joins will depend more on the category they choose than on their qualifications. More often than not we're interested in a person's character and ability, rather than in the number of certificates they've collected. Especially as most of the jobs we have to offer don't require CSE's or 'O' levels.

But whatever branch of the Navy people choose, they can be sure of a lot more than a worthwhile and responsible job. The social life's good and there are facilities for a wide range of sporting activities. They'll have the chance to travel and to make the sort of friends who will last them a lifetime. So the next time you're helping someone to plan their career, you can tell them that there are still plenty of opportunities in the Navy. But make sure they put in their first enquiries (and applications for interview) as soon as they can. And we'll be delighted to see them.

Although if a young man wants a Technician Apprenticeship he will have to reach a pretty high academic standard.

For free literature and first enquiries get them to write or call in to the nearest RN and RM Careers Information Office.

However, with over 6000 vacancies in the Royal Navy alone, and fifteen categories to choose from, there's still every chance of the right applicant finding a job.

Or in case of difficulty, drop a line to the Director, Royal Naval Careers Service, (9498C1), Old Admiralty Building, London SW1A 3RE.

That also applies to the Royal Marines, who will need 700 or so fit young men to join before April 1978—and they'll need to be good. Selection for one of Britain's finest fighting forces is tough—and so is the training! There will be vacancies during the year ahead in the Women's Royal Naval Service as well. We'll be



## TES Guide to Careers in Education 1977-78

General Editor: Tony Howarth

Essential careers information and guidance for all who earn their living (or wish to earn their living) in education inside or outside the UK, whatever their academic level or specialist field. The career opportunities, qualifications required, salaries and prospects in over 20 different fields of education are examined in specially commissioned articles by expert correspondents.

Paper 448 pages 0 17 771191 4 £2.95 net

Published by Thomas Nelson & Sons Ltd., Lincoln Way, Windmill Road, Sunbury-on-Thames, Middlesex TW16 7HP.

### TES SPECIAL INSETS 1977

A complete list of the special inserts planned for publication in the TES during 1977 is available from the Advertisement Manager, The Times Educational Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

### NORLAND NURSERY TRAINING COLLEGE

Offers a 21-month course in nursery nursing leading to N.N.E.C. Certificate R.N.I. Diploma and Nursing Certificate. Students are accepted at the age of 18 years with English Language and at least the other subjects at 'O' level or the equivalent. Fees and full particulars available from The Principal, Norland Nursery Training College, 1 Deodar Way, (Wimbledon) Surrey.







**Metropolitan Borough of Rochdale**

**Secondary School**

# Headship

**Boadfield Upper School (Group 9)**

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

Further details and application forms are available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester Old Road, Middleton, Manchester M24 4EA, to whom they should be returned by Monday, March 21, 1977.

**SECONDARY Deputy Headships continued**

**CLAYWD COUNTY COUNCIL**

**NYNLY HIGH SCHOOL, H.A.**

Head: K. Henderson, M.A.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**HARINGEY**

11th March 1977

**THE WILLIAM FORSTER SCHOOL, Langham Road, London N10 2JH**

Group 11 Deputy Headship

Required for September, 1977

**SECOND MASTER/MISTRESS**

To join senior management team with responsibility for curriculum and discipline. Successful candidate will be expected to have a minimum of 10 years' experience in secondary schools and to be a member of the Staff Association.

**NORFOLK COUNTY COUNCIL**

**Education Department**

Required for September, 1977

# HEAD

for **FAKENHAM SECONDARY SCHOOL** (Group 10—Roll 807)

# DEPUTY HEAD

for **LONG STRATTON SECONDARY SCHOOL** (Group 8—Roll 488)

# DEPUTY HEAD

for **DISS GRAMMAR SCHOOL** (Group 8—Roll 537)

Application forms and further details may only be obtained by sending a stamped addressed foolscap envelope to County Education Officer, County Hall, Meritauene Lane, Norwich NR1 2DL. Application to be returned as soon as possible and not later than 24th March, 1977.

**NORTH YORKSHIRE**

**LEWIS HARRISON MOHRN**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**HAMPSTEAD**

**HAMPSTEAD COMPREHENSIVE**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**HARINGEY**

**HARINGEY HILLYARD PARK MIXED**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**HILLINGDON**

**HILLINGDON SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**WOLVERHAMPTON BOROUGH COUNCIL**

**Education Committee**

Required September 1977:

**Haath Park School**  
Prestwood Road, Wolverhampton

# HEAD TEACHER

(Group 12)

Applications are invited from well qualified and experienced teachers for the post of Head Teacher of this co-educational 11-16 comprehensive school, opened in 1974 with 1,500 pupils on roll, and a developing sixth form.

Application forms and further details are available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4OB, to whom they should be returned within 14 days of this advertisement. (SAE please.)

**LONDON BOROUGH OF SUTTON**

**Carshalton High School for Girls**  
(West Street, Carshalton)

# Headteacher

**Group 11**

Applications are invited for the post of Headteacher of this 6 f.e. school which has 1,025 girls aged 11-18 on roll. Vacancy due to retirement. Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Closing date 24th March, 1977.

**CROYDON**

**CROYDON HIGH SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**HERTFORDSHIRE**

**EAST HERTS DIVISION**

**THE BELLS SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**Derbyshire**

# headship

**John Flemsted School, Denby GROUP 8**

Applications are invited from suitably qualified teachers for the headship of this new comprehensive school for pupils between the ages of 11-16 years. Intake will be at 3 f.e. level initially but this is expected to increase to 5 f.e.

Substantial new extensions will be provided. The school also has a growing residential area between Denby and Ripley.

Closing date 25th March 1977.

Application forms and particulars from the Director of Education, County Offices, Metlock, Derbyshire DE4 8BG.

**REDBRIDGE**

**REDBRIDGE SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**HILLINGDON**

**HILLINGDON SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**HUNTINGDON**

**HUNTINGDON SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**LONDON, E.2**

**WALTHAM FOREST SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**Education Department**

**Maylands School for Girls (Roll 730)**  
Broadstone Road, Off Albany Road, Hornchurch, RM12 4AJ.

Required September 1977

# Headteacher

for this 5 F.E. Group 8 Girls' Comprehensive School situated in modern buildings on one site. The vacancy has arisen due to the retirement of the present Headteacher.

There is a scheme for removal expenses.

Application forms and further details available (SAE please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, RM1 3DR, to be returned by Monday 28th March, 1977.

**Education**

# Headteacher

**Manning Comprehensive School for Girls, Gregory Boulevard, Nottingham**

Qualified teachers are invited to apply for appointment of Headteacher of the above school.

Number on roll 615

Safely Group 8

Vacant Summer Term 1977, to be filled as soon as possible thereafter.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date March 25, 1977.

**DEBYSHIRE**

**WESTERN HILLS SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**KENT**

**KENT COUNTY COUNCIL**

**SEVENOAKS DIVISION**

**ST. JOHN'S HIGH SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**EDUCATION DEPARTMENT**

# Headteacher

**GROUP 6**

**£5,895 x £156 (4) - £6,519**

**ST. PIUS X.R.C. SECONDARY BOYS S.P. SCHOOL**

**Cranmer Street, Liverpool, L5 2QF**

Applications are invited for the above post required for September, 1977, for this school with 300 on roll. Application forms and further details obtainable from (a.e.) the Director of Education, 14 Bir Thomas Street, Liverpool, L1 8BJ, and returnable by 21st March to Reverend N. Lamm, 109 Great Mersey Street, Liverpool 5. Quote reference P plus M. 38 (b).

**SHEFFIELD**

**SHEFFIELD SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**NEWHAM**

**NEWHAM SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**SUFFOLK**

**SUFFOLK COUNTY COUNCIL**

**SUFFOLK DIVISION**

**ST. ANDREW'S SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**REDBRIDGE**

**REDBRIDGE SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**STOCKLAND GREEN SCHOOL**  
Slade Road, B23 7JH

11-18 mixed comprehensive of 870 pupils, with established sixth form.

A vacancy exists for a

# HEAD OF LOWER SCHOOL

(Senior Teacher Scale) to take charge of the First and Second Years of this 5-form entry school. Initial written applications to the Headmaster, stating relevant experience and qualifications, with particulars of two referees to be received by Monday, 21st March, 1977.

There is a scheme for assistance with removal expenses.

**BIRMINGHAM CITY COUNCIL**

**EDUCATION DEPARTMENT**

Required for September, 1977

# HEAD

for **MATTHEW HUMBERSTONE SCHOOL**

Chesham Place, off Balmoral Road, Cleethorpe, Group 18 Number on roll 4,718

This is a Voluntary Controlled Comprehensive School which was formed in September, 1976, by the amalgamation of Cleo Humberstone Foundation (Controlled) Grammar School (Boys) and Cleo Humberstone Beacon Hill County Secondary School (Mixed).

Application forms and further details may be obtained from the Director of Education (M.O. Schools), County Hall, Beverley, to whom completed forms should be returned not later than March 21, 1977.

**Humberside County Council**

**ESSEX**

**ST. HELENA SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**NEWCASTLE UPON TYNE**

**EDUCATION COMMITTEE**

**WALSOTTE HIGH SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**KENT County Council**

**Education Department**

**DARTFORD DIVISION**

**Dartford Grammar School for Boys**  
(Group 10)

Founded 1678

Applications are invited for the post of

# HEAD TEACHER

from the beginning of the Autumn Term 1977. The Authority is looking for a well-qualified and experienced candidate for this boys' selective school with a long and distinguished academic tradition. The current roll is 625 including 128 Sixth Form pupils. Forms of application and further details (p.s.e. please) may be obtained from the Divisional Education Officer, Essex Road, Dartford, to whom completed applications should be returned by 24th April, 1977.

**SUFFOLK**

**SUFFOLK COUNTY COUNCIL**

**SUFFOLK DIVISION**

**ST. ANDREW'S SCHOOL**

Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

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Head: Mr. J. J. J. J.

Applications are invited from suitably qualified and experienced teachers for the headship of 13-16 Upper school which is to be established within existing premises. The school will ultimately have approximately 600 pupils on roll.

**EDUCATION COMMITTEE**

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

**Warwick Boys' High School**  
Headmaster: Mr. C. N. Rutt  
Berrett Road, London, E17 3ND

# Deputy Head Group 6

plus £312 allowance for salary purposes

Applications are invited for September, 1977, from experienced teachers for the Deputy Headship of this Boys' Comprehensive High School, 600 on roll (11-14 years age range).

Closing date for applications 25th March, 1977. (Amended.)

Application forms and further details obtainable on receipt of a.s.e. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 6QJ.

**London Borough of Waltham Forest**







SECONDARY Physical Education continued

NORWICH YAKSHIRE County of Norfolk...

RODMLEY London Borough of...

NOTTINGHAMSHIRE COUNTY COUNCIL...

WARWICK THE KING'S HULL SCHOOL FOR GIRLS...

WARWICK THE KING'S HULL SCHOOL FOR BOYS...

WARWICK THE KING'S HULL SCHOOL FOR GIRLS (continued)...

Religious Education

Heads of Department

BEDFORDSHIRE EDUCATION SERVICE...

BIRMINGHAM CITY COUNCIL...

BRISTOL EDUCATION SERVICE...

COUNTY SECONDARY SCHOOLS SCALE 2 POSTS AND ABOVE. Unless otherwise stated, for all posts in this section initial applications...

Science

HEADS OF DEPARTMENT

CRUDDON London Borough of...

GLoucestershire COUNTY COUNCIL...

GLoucestershire COUNTY COUNCIL (continued)...

GLoucestershire COUNTY COUNCIL (continued)...

GLoucestershire COUNTY COUNCIL (continued)...

Other Posts on Scale 2 and above

BEDFORDSHIRE EDUCATION SERVICE...

BIRMINGHAM CITY COUNCIL...

BRISTOL EDUCATION SERVICE...

BRISTOL EDUCATION SERVICE (continued)...

Scale 1 Posts

BARROW-IN-FURNESS

BARROW-IN-FURNESS (continued)...

BARROW-IN-FURNESS (continued)...

BARROW-IN-FURNESS (continued)...

BARROW-IN-FURNESS (continued)...

BARROW-IN-FURNESS (continued)...

Scale 1 Posts

BIRMINGHAM CITY COUNCIL...

BIRMINGHAM CITY COUNCIL (continued)...

BIRMINGHAM CITY COUNCIL (continued)...

BIRMINGHAM CITY COUNCIL (continued)...

BIRMINGHAM CITY COUNCIL (continued)...

BIRMINGHAM CITY COUNCIL (continued)...

Science

HEADS OF DEPARTMENT

CRUDDON London Borough of...

GLoucestershire COUNTY COUNCIL...

GLoucestershire COUNTY COUNCIL (continued)...

GLoucestershire COUNTY COUNCIL (continued)...

GLoucestershire COUNTY COUNCIL (continued)...

Other Posts on Scale 2 and above

BEDFORDSHIRE EDUCATION SERVICE...

BIRMINGHAM CITY COUNCIL...

BRISTOL EDUCATION SERVICE...

BRISTOL EDUCATION SERVICE (continued)...

BRISTOL EDUCATION SERVICE (continued)...

BRISTOL EDUCATION SERVICE (continued)...

Scale 1 Posts

AVON COUNTY COUNCIL...

AVON COUNTY COUNCIL (continued)...

AVON COUNTY COUNCIL (continued)...

AVON COUNTY COUNCIL (continued)...

AVON COUNTY COUNCIL (continued)...

AVON COUNTY COUNCIL (continued)...

Scale 1 Posts

BIRMINGHAM CITY COUNCIL...

BIRMINGHAM CITY COUNCIL (continued)...

BIRMINGHAM CITY COUNCIL (continued)...

BIRMINGHAM CITY COUNCIL (continued)...

BIRMINGHAM CITY COUNCIL (continued)...

BIRMINGHAM CITY COUNCIL (continued)...

CYNGOR SIR GWYNEDD COUNTY COUNCIL

YBGL SVR THOMAS JONES, AMLWCH (Cyflun 11-18; 1,200 o ddysgyblion)

1. AIL DDIRPRWY BENNAETH (Graddfa 11) Gwahoddi cerddau oddi wrthwyr...

2. ATIRO/ATHRAWES I DDYSGU PLYNCIAU GYFFREDINOL

YBGL DAVID HUGHES, PORTHAETHWY (Cyflun 11-16; 1,340 o ddysgyblion)

1. Y GYFADRAN WYDDONIAETH (Graddfa 1) Ailro/Athrawes i ddygou GWYDONIAETH...

2. HANES/CYMRAG (Graddfa 1) Ailro/Athrawes i ddygou GWYDONIAETH...

3. Y GYFADRAN GREFFTAU TECHNEGOL (Graddfa 1) Ailro/Athrawes i ddygou Crolltan Technegol...

4. Y GYFADRAN ADDYSG GYFFREDINOL (Graddfa 1) Ailro/Athrawes i rol mlynydd gyflwrddol...

5. ATHRO/ATHRAWES ARLUNIO AC ADDYSG GORFFOROL I FERCHER (Graddfa 1) I ddygou Arlunio a Dylhno...

6. ATHRO/ATHRAWES GWAITH GOED (Graddfa 1) I ddygou Gwaith Goed...

7. ATHRO/ATHRAWES GRADDEDIG SAESNEG (Graddfa 2) I ddygou'r pwnc hyl ac i ddygou T.A.O. Lolal 'A'...

8. ATHRO/ATHRAWES YSORYTHUR (Graddfa 1) Bydd y awli a beholir yn soddlid y Plant...

9. ATHRO/ATHRAWES PYNCIAU GYFFREDINOL (Graddfa 1) Ailro/Athrawes i rol mlynydd gyflwrddol...

1. SCIENCE FACULTY (Scale 1) Assistant teacher to teach Science...

2. FACULTY OF TECHNICAL CRAFTS (Scale 1) A teacher of Technical Crafts...

3. FACULTY OF GENERAL EDUCATION (Scale 1) A teacher to provide general education...

1. HEAD OF COMMERCIAL SUBJECTS DEPARTMENT (Scale 2) To teach Shorthand, Typewriting, Principles of Accounts...

2. TEACHER OF ART (Scale 1) To teach the subject throughout the school...

3. TEACHER OF ART AND GIRLS' PHYSICAL EDUCATION (Scale 1) To teach Art and Design...

CYNGOR SIR GWYNEDD COUNTY COUNCIL

YBGL UWCHRADD, CAERBYBI (Cyflun 11-18; 1,960 o ddysgyblion)

1. PENNAETH YR ADRAU GERDD (Graddfa 4) Ailro/Athrawes gyda gradd addas a phroffid...

2. PENNAETH YR ADRAU PYNCIAU MASNACHOI (Graddfa 2) I ddygou Llawer a Thelip, Egdwyddion...

3. ATHRO/ATHRAWES ARLUNIO (Graddfa 1) I ddygou'r pwnc drwy'r ysgol gan gynnwys...

4. ATHRO/ATHRAWES ARLUNIO AC ADDYSG GORFFOROL I FERCHER (Graddfa 1) I ddygou Arlunio a Dylhno...

5. ATHRO/ATHRAWES GWAITH GOED (Graddfa 1) I ddygou'r pwnc drwy'r ysgol gan gynnwys...

6. ATHRO/ATHRAWES GRADDEDIG I DDYSGU SAESNEG (Graddfa 1) I ddygou'r pwnc hyl ac i ddygou T.A.O. Lolal 'A'...

7. ATHRO/ATHRAWES GRADDEDIG SAESNEG (Graddfa 2) I ddygou'r pwnc hyl ac i ddygou T.A.O. Lolal 'A'...

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4. TEACHER OF WOODWORK (Scale 1) To assist with Metalwork and Technical Drawing...

5. GRADUATE TEACHER OF ENGLISH (Scale 1) To teach English to 8th Form level...

6. GRADUATE TEACHER OF ENGLISH (Scale 2) To teach the subject up to and including G.C.E. 'A' level...

7. GRADUATE TEACHER OF ENGLISH (Scale 2) To teach the subject up to and including G.C.E. 'A' level...

CYNGOR SIR GWYNEDD COUNTY COUNCIL

YBGL UWCHRADD, CAERBYBI (Cyflun 11-18; 1,960 o ddysgyblion)

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SECONDARY

BUCKINGHAMSHIRE
WYCOMBE VALLEY SECONDARY
SCHOOL

CHESHIRE
WARRINGTON
WARRINGTON VALLEY SECONDARY
SCHOOL

CUMBERLAND
THURSTON SCHOOL
THURSTON

DORSET
WIMBORNE SECONDARY
SCHOOL

GLoucestershire
GLoucestershire
GLoucestershire

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Cheshire
Application forms (send see), unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.
J.R.G. TOMLINSON MA
Director of Education

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County of Cleveland
SECONDARY SCHOOLS
All Secondary Schools are Mixed Comprehensive Schools.
11-16 SCHOOLS
SCALE 4 SCIENCE
FURNESS SCHOOL (ROLL 998), Marsh House Avenue, Easingham, Cleveland TS23 3HA. (Tel. Stockton 509947.)

COUNTY OF SOUTH GLAMORGAN
Required for April, 1977
STANWELL COMPREHENSIVE SCHOOL
Penrhif (11-18) Seven Form Entry BIOLOGY, Scale 1.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION
HIGH/SECONDARY SCHOOLS
HEADTEACHER
B.134 WILLIAM PASCOENS (GIRLS) HIGH SCHOOL (No. on roll 1000) (12-18 years)

PERMANENT SUPPLY STAFF
Applications are invited from suitably qualified and experienced teachers for appointments to the following posts:
SCIENCE, P.E. and Physical Education, P.E. and Physical Education, P.E. and Physical Education.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION
PRIMARY SCHOOLS
SCALE 1 POST
B.135 HUNSLY ST. JOSEPH'S R.C. JUNIOR SCHOOL (No. on roll 100) (5-11 years)

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION
MIDDLE SCHOOLS
SCALE 2 POSTS
WAKEFIELD MIDDLE SCHOOL (No. on roll 478) (9-13 years)

SIXTH FORM COLLEGE
SCALE 1 RELIGIOUS STUDIES
PRIOR PURSGLOVE COLLEGE (ROLL 421), Gainsborough, Cleveland. (Tel. Gainsborough 2840.)



Educational Appointments

Male or female required for the following posts: WOMBWELL HIGH SCHOOL, Roebuck Street, Wombwell, Barnsley. Headteacher: F. Leno, M.Sc.

Graduate Geography Teacher (Scale 1) to be involved in lower and upper school work. The Department offers courses in Geography to CSE 'O' and 'A' level.

THURNSCOE COMPREHENSIVE SCHOOL, Clayton Lane, Thurnscoe, Rotherham. Mathematics Specialist (Scale 1) to teach at all ages and ability levels.

BARNSELY Metropolitan Borough

City of Manchester Education Committee

Unless otherwise stated all posts are available from April, 1977, and application forms, together with further particulars, are available from the Head of the school to whom they are referred.

HEADSHIP, YEW TREE HIGH SCHOOL, Wythenshawe, Manchester M25 8DQ. Applications should be returned as soon as possible.

SCALE 2, YEW TREE HIGH SCHOOL, Wythenshawe, Manchester M25 8DQ. Applications should be returned as soon as possible.

SCALE 1, WRIGHT ROBINSON HIGH SCHOOL, Abbey Lane, Gorton, M14 6RL. Applications should be returned as soon as possible.

SECONDARY Technical Studies continued, BABYING, Lambton (North of Tyne), Tyne and Wear. Headteacher: J. H. H. H. H.

NEOFORDSHIRE COUNTY COUNCIL, NORTH BRIDGES, North Shields. Applications should be returned as soon as possible.

BIRMINGHAM CITY COUNCIL, LEA FARM, Edgbaston. Applications should be returned as soon as possible.

BUCKINGHAMSHIRE COUNTY COUNCIL, WYLLING VALL, Wylling Vall. Applications should be returned as soon as possible.

DORSET COUNTY COUNCIL, BEAUFORT, Dorset. Applications should be returned as soon as possible.

ESSEX COUNTY COUNCIL, WILVILVA, Essex. Applications should be returned as soon as possible.

DEBEN AND TECHNOLOGY, Ipswich. Applications should be returned as soon as possible.

LEAMINGTON, LEAMINGTON WOOD SCHOOL, Leamington Spa. Applications should be returned as soon as possible.

THE TIMES EDUCATIONAL SUPPLEMENT 11.3.77

Specialist Vacancies for Secondary Teachers

COMMERCE (Office Skills) (Full and Part Time), DESIGN AND TECHNOLOGY, FRENCH (Full and Part Time), HOME ECONOMICS (Part Time only), NEEDLEWORK (Part Time only)

For an application form, please write to the Education Officer (TS2), The County Hall, London SE1 7PB (telephone 01-633 6426).

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts: Somerset Secondary School, Taunton.

SECONDRY, Frame College, Frome. (15-18 mixed comprehensive, 1,271 on roll, 157 in sixth form, and further education college combined, on separate site).

Whitlone Comprehensive, Shepton Mallet. (11-18 mixed, 600 on roll, for FRENCH and GERMAN to C.S.E. and 'O' level.)

Crispin Comprehensive, Street. (11-18 mixed, 1,120 on roll, for girls' Physical Education, Applications giving details of experience and qualifications to be returned to the Head of the school as soon as possible.

Primary Headship, Sirral-on-the-Fosse C.E.V.A. Primary School. (Proposed 5-11 with 40 on roll, at present 58, 22 on roll) for September 1977. Head for the group 1 school.

SPECIAL SCHOOLS, Critchton School, Nunbury Road, Frome. (E.S.N., 'M' and 'D' departments). Applications should be returned as soon as possible.

THE TIMES EDUCATIONAL SUPPLEMENT 11.3.77

SECONDARY Technical Studies continued, NORTHAMPTONSHIRE COUNTY COUNCIL, NORTHAMPTON. Applications should be returned as soon as possible.

SOUTH YORKSHIRE COUNTY COUNCIL, WETHERBY. Applications should be returned as soon as possible.

NOTTINGHAMSHIRE COUNTY COUNCIL, NOTTINGHAM. Applications should be returned as soon as possible.

WALTHAM FOREST BOROUGH, WALTHAM FOREST. Applications should be returned as soon as possible.

WEST SUSSEX COUNTY COUNCIL, WEST SUSSEX. Applications should be returned as soon as possible.

WILTSHIRE COUNTY COUNCIL, WILTSHIRE. Applications should be returned as soon as possible.

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THE TIMES EDUCATIONAL SUPPLEMENT 11.3.77

HERTFORDSHIRE COUNTY COUNCIL, MID-DIEBEN DIVISION, MID-DIEBEN. Applications should be returned as soon as possible.

POWYS COUNTY COUNCIL, WELSHPOOL. Applications should be returned as soon as possible.

WARRICKSHIRE COUNTY COUNCIL, WARRICK. Applications should be returned as soon as possible.

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Bolton Metropolitan Borough

Required for April 18, 1977, temporary appointment for the Summer Term only. Remedial Teacher (Scale 1) Teacher of Creative Studies and Woodwork (Scale 1) Rivington and Blackrod High School.



Appointments in Scotland, LOTHIAN REGIONAL COUNCIL, TEACHING APPOINTMENTS. Applications are invited from registered teachers for the following posts:

POSTS OF RESPONSIBILITY, COMPREHENSIVE, ADDESTONE, ST. PAUL'S COUNTY SECONDARY. ENGLISH or GENERAL SUBJECTS teacher required as soon as possible.

EFFINGHAM, HOWARD OF EFFINGHAM COUNTY SECONDARY. (12-18 mixed, 657 with 87 in Sixth Form) HEAD OF MODERN LANGUAGES. Scale 4. FRENCH courses to C.S.E., 'O' and 'A' level, GERMAN to 'O' level, SPANISH to 'O' level.

WEYBRIDGE, HEATHSIDE CHEMISTRY. Well qualified and experienced teacher. Scale 3. R.E. Well qualified and experienced teacher to be in charge of Department at Scale 2--as numbers increase it is anticipated that the Head of Department will be Scale 3.

ADDESTONE, ST. PAUL'S COUNTY SECONDARY. PHYSICS teacher to take subject to 'O' level required September. Established examination courses exist. Telephone: Weybridge 47048.

LEATHERHEAD, ST. ANDREW'S R.C. SECONDARY. SCIENCE teacher, especially BIOLOGY AND INTEGRATED SCIENCE. Telephone: Ahtead 74363. GRAMMAR, GUILDFORD COUNTY GIRLS. FRENCH/SPANISH teacher for Summer Term. Telephone: Guildford 4088.



**Sixth Form and Tertiary Colleges**

**THE SPASTICS SOCIETY**  
LONDON, GROUP 491  
The Spastics Society is opening an educational centre for physically handicapped children aged 5-16. The centre will be situated in the former site of the former school at 11, North Street, London EC4A 3DF. The centre will be open to all physically handicapped children aged 5-16. The centre will be open to all physically handicapped children aged 5-16.

**Special Education**

**Headships**

**Headship (Group 5s)**

**Immigrant Education Service**

Applications are invited for suitably qualified and experienced teachers for the above post.

**Walsall Metropolitan Borough Education Committee**

**Oakwood School, Repton Way, Off Sallers Road, Walsall Wood, Walsall.**

**Re-advertisement**

**HEAD TEACHER**

Applications are invited for the post of HEAD TEACHER of the Group 4 (B) day school for 80 E.S.N.(B) pupils, vacant as from the beginning of the Summer Term, 1977. Candidates should be qualified teachers with good experience of working with severely handicapped children.

**BUCKINGHAMSHIRE**

**MILTON KEYNES DIVISION**

**BUCKINGHAMSHIRE COUNTY COUNCIL**  
LONDON, GROUP 491  
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**MILTON KEYNES DIVISION**

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**BUCKINGHAMSHIRE COUNTY COUNCIL**  
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**Other Posts on Scale 2 and above**

**BRISTOL**

**BRENT**

**NORTH DEVON**

**BERKSHIRE**

**SANDWELL**

**BUCKINGHAMSHIRE**

**DERBYSHIRE**

**GLoucestershire**

**SHERFIELD**

**WEST YORKSHIRE**

**CHESHIRE**

**BUCKINGHAMSHIRE**

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**Special Education Scale 1 Posts**

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**METROPOLITAN BOROUGH OF STOCKPORT**

**BELMONT HOUSE**

**Schools Hill, Cheshire**

**TEACHER-IN-CHARGE**

(Ref. 389/TEB)

**Burnham 1 plus Special Schools Allowance**

An experienced teacher is required to take charge of this specialist class which provides for 10 primary aged pupils with behavioural difficulties. The class is situated in a children's home and support is provided by a classroom assistant. Candidates must be confident in their ability to work with children of mixed ages and ability.

Application form from the Director of Education, Town Hall, Stockport (quoting reference) to be returned by March 25, 1977.

**Teacher**

required for upper juniors or infants at

**Brays School for Physically Handicapped**

Brays Road B28 1NS

Primary or Special School experience. Scale post may be available. Telephone-Head for full details (021-745 6730).

There is e- scheme for assistance with removal expenses.

**BIRMINGHAM CITY COUNCIL**

**Special Education Scale 1 Posts**

**DEVON**

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UNIVERSITIES Appointments Continued

THE OPEN UNIVERSITY INSTITUTE OF EDUCATIONAL TECHNOLOGY

Followships Studentships and Research Awards

BERNARDINI AM THE UNIVERSITY OF ASTON

LINCOLN THE UNIVERSITY

THE HEALTH EDUCATION COUNCIL

Colleges of Higher Education

Other Appointments

HUCKINGHAMSHIRE

Assessment Centres

UNIVERSITY OF LANCASTER DEPARTMENT OF EDUCATIONAL RESEARCH

S.S.R.C. Studentships

HAMPSHIRE

HERTFORDSHIRE

EAST SUSSEX

HERTFORDSHIRE

CITY OF NORWICH AMENITIES And now for the good news...

OVERSEAS TEACHING POSTS HEAD, DEPARTMENT OF AIR CONDITIONING AND REFRIGERATION (Iran)

SENIOR LECTURER IN MEDICAL ENGINEERING (Iran)

ENGLISH LANGUAGE TEACHER (Iran)

MATERIALS PRODUCER (ELT) (Oman)

TEACHER OF NUFFIELD PHYSICS TEACHER OF SMP MATHEMATICS TEACHER OF GENERAL SUBJECTS (Brazil)

INFANT TEACHERS (Iran)

PRIMARY/SECONDARY TEACHERS (Iran)

ELT MATERIALS PRODUCTION SPECIALIST (Zambia)

HEAD OF ENGLISH (Yemen)

CHIEF INSPECTOR OF ENGLISH (Oman)

LINCOLN

LANCASHIRE

WEST LONDON

WIRRAL

LANCASHIRE

Adult Education

LANCASHIRE

LANCASHIRE

LANCASHIRE

LANCASHIRE

Oxfordshire County Council H. M. Borstal, Huntercombe Place, Nuffield, Oxon. DEPUTY EDUCATION OFFICER

Oxfordshire ST. WILLIAM'S SCHOOL Market Weynton, York HOUSEPARENT

TANZANIA The International School of Tanganyika, Dar es Salaam

Community Homes and Associated Institutions

Colleges of Education

WEST SUSSEX

YOUTH AND COMMUNITY SERVICE

SHILTON BOAT CLUB

HONGKONG POLYTECHNIC Department of Building & Surveying

Senior Lecturer in Building Science

Residential Teachers

WEST SUSSEX

YOUTH AND COMMUNITY SERVICE

SHILTON BOAT CLUB

HONGKONG POLYTECHNIC

Senior Lecturer in Building Science

Residential Teachers

Youth and Community Officer

Temporary Deputy Warden

Deputy Officer in Charge

Residential Teachers

THE BRITISH COUNCIL

**The British School of Brussels**  
 Posts will be available at this all-age co-educational school in September 1977 as follows:

**UPPER SCHOOL (age 12 upwards)**

(i) English teacher for classes up to C.S.E. and O-level with possibility of homo A-level. Experience across whole ability range, boys and girls, and in teaching Drama an advantage.

(ii) Language teacher to join Department of nine teachers, which offers French, German, Spanish and Dutch. Preference to applicant with completely fluent French offering French to all levels. Experience in wide range of materials and with broad sense in language teaching. German to beginners an advantage. Responsibility post may be available for suitably qualified and experienced applicant.

(iii) Teacher for Chemistry and Physics to O-level. At least two years' experience in Nuffield-based courses for mixed ability classes essential.

Further information with application forms available from: Alan Humphries, M.A. Headmaster, The British School of Brussels, Steenweg op Leuven 15b, 1980 Torwain, Belgium.

**YOUTH AND COMMUNITY SERVICE**  
 continued

**KIRKLEES**  
 THE DISTRICT OF KIRKLEES  
 YOUTH AND COMMUNITY SERVICE  
 Applications are invited from qualified teachers for the post of Youth and Community Worker in the district of Kirklees. The post holder will be responsible for the provision of youth and community services in the district. The post is full time and involves a high degree of responsibility. The successful candidate will be required to have a minimum of five years' experience in youth and community work. Applications should be sent to the Director of Youth and Community Services, Kirklees Council, 100, The Arcade, Leeds LS1 2JF.

**TECHNICAL EDUCATION OVERSEAS**

**THE SWAZILAND COLLEGE OF EDUCATION**  
 Applications are invited from qualified teachers for the post of Technical Education Officer in Swaziland. The post holder will be responsible for the provision of technical education in the country. The post is full time and involves a high degree of responsibility. The successful candidate will be required to have a minimum of five years' experience in technical education. Applications should be sent to the Director of Technical Education, Swaziland College of Education, P.O. Box 100, Mbabane.

**NEW ZEALAND**  
 THE NEW ZEALAND GOVERNMENT DEPARTMENT OF EDUCATION  
 Applications are invited from qualified teachers for the post of Secondary School Teacher in New Zealand. The post holder will be responsible for the provision of secondary education in the country. The post is full time and involves a high degree of responsibility. The successful candidate will be required to have a minimum of five years' experience in secondary education. Applications should be sent to the Director of Secondary Education, Department of Education, Wellington.

**MEXICO**  
 THE MEXICAN GOVERNMENT DEPARTMENT OF EDUCATION  
 Applications are invited from qualified teachers for the post of Secondary School Teacher in Mexico. The post holder will be responsible for the provision of secondary education in the country. The post is full time and involves a high degree of responsibility. The successful candidate will be required to have a minimum of five years' experience in secondary education. Applications should be sent to the Director of Secondary Education, Department of Education, Mexico City.

**WEST GERMANY**  
 THE WEST GERMAN GOVERNMENT DEPARTMENT OF EDUCATION  
 Applications are invited from qualified teachers for the post of Secondary School Teacher in West Germany. The post holder will be responsible for the provision of secondary education in the country. The post is full time and involves a high degree of responsibility. The successful candidate will be required to have a minimum of five years' experience in secondary education. Applications should be sent to the Director of Secondary Education, Department of Education, Bonn.

**INTERNATIONAL VOLUNTARY SERVICE**  
 Applications are invited from qualified teachers for the post of International Voluntary Service Officer. The post holder will be responsible for the provision of international voluntary service in the country. The post is full time and involves a high degree of responsibility. The successful candidate will be required to have a minimum of five years' experience in international voluntary service. Applications should be sent to the Director of International Voluntary Service, Department of Education, London.

**FRANCE**  
 THE FRENCH GOVERNMENT DEPARTMENT OF EDUCATION  
 Applications are invited from qualified teachers for the post of Secondary School Teacher in France. The post holder will be responsible for the provision of secondary education in the country. The post is full time and involves a high degree of responsibility. The successful candidate will be required to have a minimum of five years' experience in secondary education. Applications should be sent to the Director of Secondary Education, Department of Education, Paris.

**RUSSEN STATE COLLEGE**  
 LARNOOK SCHOOL OF HOME ECONOMICS  
 PRINCIPAL LECTURER in FOODS and FOOD SCIENCES  
 The Position  
 This position is the senior teaching position in foods and home economics within the School of Home Economics and the appointee will be responsible to the Director of the School. It involves responsibility for the planning and conduct of courses and associated academic activities in this field, directed particularly towards home economics education and the preparation of secondary teachers.

**LECTURER**  
 DEPARTMENT OF APPLIED PSYCHOLOGY  
 Applications are invited for the above position. Preference will be given to applicants who have a background in educational psychology with strengths and a particular interest in one or more of the following areas:

- The psychology of the slow learner (child and/or adult)
- Training and adaptation programmes for the slow learner
- Counselling and personality assessment
- The psychology of adulthood and ageing

A general understanding of special education provisions would be an advantage.

The appointee will be expected to develop and offer an optional course at third year level for teacher education students and assist with some general teaching in the core Developmental Psychology course. Opportunity will also be available to present a course at 4th year level to B.Ed. students and to supervise Graduate Diploma courses and research studies.

The appointee will be required to take up duties in June 1977. Initial appointment may be by fixed term contract.

Salary: £13,850-£18,389.

Application forms are available from the Academic Secretary, Applications close 21st March, 1977.

For further information contact:  
 The Academic Secretary,  
 Salisbury College of Advanced Education,  
 Smith Road,  
 Salisbury East, S.A. 5109,  
 Phone: 258-3000.

**WEST SUSSEX COUNTY COUNCIL**  
 Applications are invited from qualified teachers for the post of Secondary School Teacher in West Sussex. The post holder will be responsible for the provision of secondary education in the county. The post is full time and involves a high degree of responsibility. The successful candidate will be required to have a minimum of five years' experience in secondary education. Applications should be sent to the Director of Secondary Education, West Sussex County Council, Brighton.

**LIBYA**  
 THE LIBYAN GOVERNMENT DEPARTMENT OF EDUCATION  
 Applications are invited from qualified teachers for the post of Secondary School Teacher in Libya. The post holder will be responsible for the provision of secondary education in the country. The post is full time and involves a high degree of responsibility. The successful candidate will be required to have a minimum of five years' experience in secondary education. Applications should be sent to the Director of Secondary Education, Department of Education, Tripoli.

**GOVERNMENT OF BERMUDA**  
 MINISTRY OF EDUCATION  
 Applications are invited from certificated teachers and University Graduates who hold recognised teaching qualification for appointment in September 1977.

**SECONDARY:**  
 Physical Education/Health Science (Girls); Geography; History; Woodwork/Technical Drawing; Home Economics; Needlecraft/English; Mathematics; Mathematics/Science; General Subjects; Reading Specialist.

Applications for the above positions to: Senior Education Officer, Administration and Personnel, Ministry of Education, P.O. Box 1185, Hamilton 5, Bermuda.

**THE BERKELEY INSTITUTE,**  
 West Pembroke, Bermuda (Co-educational).  
 Accounting; Biology/Maths; History (Modern); Maths; Latin/English; Secretarial Studies.

**SANDYS SECONDARY SCHOOL,**  
 Somerset, Bermuda (Co-educational).  
 Reading Specialist; Geography/History (Lower School); French/Spanish (throughout school); English/Social Studies (Lower School).

**WARWICK ACADEMY,**  
 Warwick, Bermuda. (Co-educational).  
 Maths; History; Design and Technology to "O" level; Physical Education (Boys).  
 Applications for positions of the above schools to the Principals at the addresses stated.

**FURTHER EDUCATION:**  
 The Bermuda College  
 Physics; Mathematics  
 Minimum qualifications: Honours degree or equivalent in the discipline and a recognized teaching qualification, together with appropriate experience at post-secondary level.  
 For the following positions a minimum of three years' business or industrial experience is required.

**Accounting:**  
 Minimum qualifications: Bachelor's degree in accounting or C.A. qualification. Preference will be given to applicants with a recognized teaching qualification.

**Bookkeeping:**  
 Minimum qualifications: H.N.C. or H.N.C. in Business Studies and a recognized teaching qualification.

**Electrical Engineering:**  
 Minimum qualifications: H.N.C. or H.N.C. or equivalent. Graduated electrical engineer with industrial experience and a recognized teaching qualification, together with teaching experience at the post-secondary level preferred.

**Automobile Engineering:**  
 Minimum qualifications: Full Technological Certificate, with a recognized teaching qualification.

**Waiting Instructors: Chief Instructor:**  
 (To provide pre-vocational instruction at the secondary level under the direction of the Head of Department of Hotel Technology, in units attached to two of the secondary schools.)  
 Minimum qualifications: City & Guilds and Hotel and Catering Institute qualifications and recognized teaching qualification.  
 Applications to the Chief Executive Director, Bermuda College, P.O. Box 356, Devonshire, Bermuda.

**CONDITIONS OF SERVICE:**  
 Salaries (under review): Present scales: BS7,300 to BS12,960 per annum, depending on qualifications and experience. Teachers at the Bermuda College receive an additional BS1,250 per annum.  
 Baggage Allowance: Some assistance is provided for personal baggage.  
 Contracts: Three years in the first instance.  
 Passages: All passages to and from Bermuda for teacher, wife and dependent children under the age of 18 years (unmarried), not exceeding the equivalent of four adult passages. Paid return leave passages between engagements.  
 Government Health Scheme: Medical and surgical benefits.  
 Superannuation: United Kingdom employer's contribution guaranteed.  
 Application by e-mail to addresses indicated, providing a full curriculum vitae, including full name, date of birth, marital status and dependants, nationality, small photograph, college(s) attended, degree work and professional training (with dates of qualification), teaching experience, two testimonials and the names of two persons who will be willing to provide confidential (professional) references.

**Technical teaching in Fiji**

**DERRICK TECHNICAL INSTITUTE**

Fiji comprises some 300 islands of which about 100 are inhabited. The official language is English. The Derrick Technical Institute is located at Suva, the capital city and principal port on the main island of Viti Levu. It provides courses for engineering and building apprentices, technicians, messengers, accountants, merchant navy officers, secretaries and hotel trainees. Applications are invited for the following posts on contract for 2-3 years in the first instance, beginning as soon as possible.

**SENIOR LECTURER IN MECHANICAL ENGINEERING**  
 To teach Mechanical Engineering for technician and trade courses and to assist Head of School of Engineering with further development of courses, liaison with industry, re-equipment and staff programmes. Must be graduate engineer or equivalent, with experience in industry and technical education at tertiary level. Membership of professional Engineering Institution desirable.

**LECTURER IN MECHANICAL ENGINEERING**  
 To teach Mechanical Engineering for technician and trade courses, to assist with further development of courses to higher technician level and in development of workshops, laboratories, equipment and staff. Degree, HND or equivalent essential with considerable industrial and teaching experience, particularly in utilisation.

**LECTURER IN ELECTRICAL ENGINEERING (UTILISATION)**  
 To teach Electrical Engineering for technician, diploma and trade courses, to assist with further development of courses to higher technician level and in development of workshops, laboratories, equipment and staff. Degree, HND or equivalent essential with considerable industrial and teaching experience, particularly in utilisation.

**LECTURER IN MARINE ENGINEERING**  
 To teach Marine Engineering and allied subjects for Fiji Marine Board Certificate of Competency, CGI Marine Engineering Technician Certificate and Advanced Certificate, with oiler, diesel and reeling courses, 1st Class (Motor) Engineer Certificate of Competency or 2nd Class (Motor) Certificate with 1st Class equivalents essential. Combined Steam and Motor Certificate, technical teaching qualification and experience desirable.

**LECTURER IN BUSINESS STUDIES (ACCOUNTANCY)**  
 To teach to diploma and professional students at least three of the following subjects: Auditing, Cost Accounting, Financial Management, Financial Accounting, Commercial Law and Taxation, and to assist with administration. Degree, Diploma or professional qualification essential. Teaching and at least three years' industrial or commercial experience desirable.

**LECTURER IN ARCHITECTURE**  
 To teach to Higher Technician Certificate level 2 or more of the following subjects: Architectural Drafting, Mathematics, Surveying, Estimating and Costing, Properties of Architecture essential and at least five years' practical experience. Teaching experience desirable.

**Salaries (reviewed quarterly)**  
 Senior Lecturer: £6,000-£7,700 p.a.  
 Lecturer: £4,700-£6,300 p.a.

Including a supplement, normally tax-free, paid by the British Government under its aid programme.  
 Gratuity of 25 per cent on basic salary payable after each 12 months of service, free passage, education allowances and holiday pay for passage for children, and subsidised housing. Appointment grant of up to £300 and an interest-free loan of up to £500 may be payable from the Recruitment Unit, TETDC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS. Ref: HKP/ET/75.

**FRANCE**  
 THE FRENCH GOVERNMENT DEPARTMENT OF EDUCATION  
 Applications are invited from qualified teachers for the post of Secondary School Teacher in France. The post holder will be responsible for the provision of secondary education in the country. The post is full time and involves a high degree of responsibility. The successful candidate will be required to have a minimum of five years' experience in secondary education. Applications should be sent to the Director of Secondary Education, Department of Education, Paris.

**THE CENTRE FOR BRITISH TEACHERS LIMITED GERMANY**

The Ministries of Education of Nordrhein-Westfalen, Niedersachsen and Bremen/Braunschweig require British teachers for the academic year 1977/78 to teach English in secondary schools and further Education establishments.

**Qualifications**  
 Applicant must possess a University degree, a teaching qualification, teaching experience and a good knowledge of spoken German.

**Salary**  
 £360-£465 per month paid in German Marks. Entry point depends on number of years' previous teaching experience. An allowance of £26 per month is paid to married teachers and £22 per month for each dependent child, (DM 4.5 equals £1).

**Salaries are free of German and British income tax for periods of 12 months end upwards.**

**Contract**  
 Contracts are for one calendar year from August, 1977 (exact starting dates vary according to State).

**Teaching Load**  
 20-23 45-minute class periods a week depending on State and school type. Classes usually take place in the mornings only.

For details and application forms: The Centre for British Teachers Limited (77), Quality House, Quality Court, Chancery Lane, London WC2A 1PL. Tel: 01-242 2822/5.

**TRAVEL**  
 Fare to and from Germany at the beginning and end of the contract for teachers and their families are paid by the Centre. Arrangements are made for the transportation of heavy baggage.

**NATIONAL INSURANCE AND SUPERANNUATION**  
 The employer's contribution to the British National Insurance scheme and Superannuation (where applicable) will be paid by the Centre.

**PREPARATION**  
 Teachers appointed are given detailed information about life and work in Germany. Briefings are held from April until June in Britain and Orientation Courses in Germany immediately before teachers go into their schools.

**RESSETTLEMENT**  
 The Centre's Resettlement Department gives advice to teachers returning to teach or study in Britain after service in Germany.

**RECOGNITION OF SERVICE**  
 Service with the Centre in Germany is recognised by the British Education Authorities as full teaching service for incremental purposes on return to the United Kingdom.

**INDIA**  
 THE INDIAN GOVERNMENT DEPARTMENT OF EDUCATION  
 Applications are invited from qualified teachers for the post of Secondary School Teacher in India. The post holder will be responsible for the provision of secondary education in the country. The post is full time and involves a high degree of responsibility. The successful candidate will be required to have a minimum of five years' experience in secondary education. Applications should be sent to the Director of Secondary Education, Department of Education, New Delhi.

**AFRICA**  
 THE AFRICAN GOVERNMENT DEPARTMENT OF EDUCATION  
 Applications are invited from qualified teachers for the post of Secondary School Teacher in Africa. The post holder will be responsible for the provision of secondary education in the country. The post is full time and involves a high degree of responsibility. The successful candidate will be required to have a minimum of five years' experience in secondary education. Applications should be sent to the Director of Secondary Education, Department of Education, Pretoria.

**HONGKONG POLYTECHNIC**

**Professional Appointments—Joint Education Technology**

The Polytechnic is committed in its development plans to the introduction of Education Technology and the use of Personalised Systems of Instruction (PSI) into its credit-unit course structure. The newly created Education Technology Unit contains a nucleus of permanent staff who work closely with the Academic Department. In order to encourage and co-ordinate this work the Polytechnic is providing one "Associated Staff" appointment to each department in collaboration of its future permanent establishment. Such appointments will be on a two-year contract basis with the Education Technology Unit for a minimum period of one year.

Candidates who wish to be considered for these posts would have to be:

- (a) professionally qualified in the academic discipline of one of the Polytechnic departments and
- (b) have proven ability in or commitment to some form of education technology development, preferably in the field of PSI. An education qualification would be an added advantage.

Commencing salaries will be dependent upon qualifications and length of previous experience but will not be less than HK\$38,040 p.a. (£4,815). In normal cases the maximum salary would be HK\$83,540 p.a. (£10,440), which is the maximum of the Senior Lecturer scale. However in exceptional cases an appointment may be offered at Principal Lecturer level, with a salary scale from HK\$65,500 (£8,187) to HK\$105,000 p.a. (£13,125).

(Note: March 1, 1977, HK\$7.50 equals £1)

Appointment will be on two-year, gradually increasing contract terms initially. Thereafter suitable appointments may be offered further contracts or supernumerary terms of service at the discretion of the Polytechnic.

The Polytechnic has 17 academic departments, these being Accountancy, Applied Science, Building and Surveying, Business and Management Studies, Civil and Structural Engineering, Computing Science, Design, Electrical Engineering, Electronic Engineering, Languages, Mathematical Studies, Mechanical and Marine Engineering, Natural Studies, Production and Industrial Engineering, Social Work, Textiles and an Institute of Ceramics.

Benefits include passages, long leave, subsidised accommodation, medical and dental treatment, educational allowances and a terminal gratuity equal to 25 per cent of basic salary received over entire contract period.

Further details and application form, which should be returned not later than March 31, 1977 (stating clearly area of academic interest), are obtainable from the Recruitment Unit, Telcoo Technical and Training Organisation for Overseas Countries, 35/37 Grosvenor Gardens, London SW1W 0BS. Ref: HKP/ET/75.





# 79 Arts/Broadcasting/Films

## Cinema

# Retreat into nostalgia

### Robin Wood on 'The Last Tycoon'

The interest of *The Last Tycoon* is due entirely to the fact that it is, essentially, the work of a director of some distinction, while remaining the sort of movie usually entrusted to a director of none. The faithful adaptation of a respected American literary classic, with an all-star cast and a huge budget, tends to be the least interesting of all Hollywood genres, because inevitably dominated by the studio, by concern for prestige, by reverence for the original, by the general entering sense of the "cultural" enterprise: any personal creativity derived from the source that manages to manifest itself does so only as a gleam through a glass darkly. *The Last Tycoon* falls by and large into this pattern: aesthetic and inflated, another Hollywood white elephant, it is an easy film in which to sustain any intense interest. Yet it offers certain pleasures; it is not, like the recent *Great Gatsby*, appalling, and this is interesting because it was directed by Elia Kazan.

Kazan's work in the cinema has, consistently, two aspects. On the one hand, he is the prototype of the "socially conscious" New York liberal, making his "message" films, his "problem" films: the film about antisemitism (*Children of Promise*), the film about the black problem (*Pinky*), the film about labour problems (*On the Waterfront*), the film about sexual repression (*Splendor in the Grass*), etc. The result is always equivocal, because in the American cinema, its forms and structures ideologically determined at all levels, overt subversiveness is always recuperated, rendered safe; the genuinely subversive can only get through masked as "entertainment" in apparently innocuous genre movies of the kind one guesses Kazan despises.

## Briefings

### Radio and tv

## Fine types

### Michael Young

#### Artists at Curwen, Tate Gallery until April 11.

It's a great pleasure to arrange fine type and still finer artists to convey the spirit of your message... This was the slogan of the Curwen Press, established just after the First World War by Harold Curwen as a jobbing printing firm which became renowned for its patience, expertise and delicacy in production. Curwen encouraged his clients to use the services of the best available artists; Graham Sutherland and Paul Nash worked for him.

The Curwen Studio, set up by Timothy Simon in 1959, developed as an off-shoot to the Press to improve the letter's editing facilities. On whom today seems an absurdly limited budget, Simon established a lithographic studio, using Parisian lines which will command the respect of artists like John Piper, William Scott and Henry Moore.

## For schools

### Exploration Earth (Monday 14.00 VHF 4)

Ten to 12-year-olds finish a unit on the Amazon Basin with a documentary report on Brazil's plans for a Trans-Amazon Highway. How will it affect the forest and the tribes living there? Will the deposits of iron ore, manganese and bauxite make it economically viable?

## For schools

### Going to Work (Monday 14.40, Tuesday 11.15 BBC 1)

Fourteen to 16-year-olds see the reality behind the glamour. A modern dancer, an air hostess and a would-be footballer discuss the drawbacks and uncertainties of their work—but also feel it is a genuine worth taking.

## Home Exchange Holidays

INTELLECTUAL RECREATION... **BLACK FOREST**... **EUROPEAN HOLIDAY**... **WINTER SOLARIS**... **HILGARD AT THURHEIM**... **THOMPSON SMALL AND FRIENDLY**... **PROGRESSIVE TOURS LTD.**... **ART TOURS**... **SNOWDONIA**... **ARCTIC**... **CHILDREN'S ADVENTURES**... **CORNWALL**

## Properties for Sale and Wanted

MARKHAM, well located... **FOR SALE**... **SUBSTANTIAL**... **CONTACT**... **PROPERTY**... **AGENTS**

## Little adults or animated toys?

### Tony Howarth on childrearing

Parents and Children... Parents and Children gets underneath the skin of barbed sentiment about the young, and looks instead of the ways in which four very different societies rear and rear for their offspring. The guide through the first five programmes of the series is Urie Bronfenbrenner, professor of human development and family studies at Cornell University. He is on an engaging character-wit, genial and refreshingly free at heart.

### Fruitful partnership

Brian Hill reports on a new, international multi-media EFL course for adults

## FIELD STUDIES

### FLY INTO THE CHEAP

81800, 132, 142, 152, 162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312, 322, 332, 342, 352, 362, 372, 382, 392, 402, 412, 422, 432, 442, 452, 462, 472, 482, 492, 502, 512, 522, 532, 542, 552, 562, 572, 582, 592, 602, 612, 622, 632, 642, 652, 662, 672, 682, 692, 702, 712, 722, 732, 742, 752, 762, 772, 782, 792, 802, 812, 822, 832, 842, 852, 862, 872, 882, 892, 902, 912, 922, 932, 942, 952, 962, 972, 982, 992, 1002

## LAKES AND MOUNTAINS IN SPRINGTIME

Experience some of the most beautiful scenery in the north of England... **WALLINGTON**... **WYTHAM**

## HOLIDAYS AND ACCOMMODATION

**ATTENTION GROUP ORIENTEERS**... **ATHELTON**... **BRISTOL**... **GLoucestershire**... **Hampshire**... **Wiltshire**... **Devon**... **Cornwall**... **Guernsey**... **Jersey**

## Entertainments

**ARTS THEATRE**, 315, 325, 335, 345, 355, 365, 375, 385, 395, 405, 415, 425, 435, 445, 455, 465, 475, 485, 495, 505, 515, 525, 535, 545, 555, 565, 575, 585, 595, 605, 615, 625, 635, 645, 655, 665, 675, 685, 695, 705, 715, 725, 735, 745, 755, 765, 775, 785, 795, 805, 815, 825, 835, 845, 855, 865, 875, 885, 895, 905, 915, 925, 935, 945, 955, 965, 975, 985, 995, 1005

## For Sale and Wanted and Postal Shopping

**SAVE UP TO 45%**... **ON RETAIL PRICES**... **YAR FROM THE MADDING CROWD**... **LOW PRICE GUARANTEED**... **PROGRESSIVE TOURS LTD.**... **ART TOURS**... **SNOWDONIA**... **ARCTIC**... **CHILDREN'S ADVENTURES**... **CORNWALL**

## GO AS YOU PLEASE ON A THOMPSON WANDERER HOLIDAY

Take a Thompson Wanderer holiday... **THOMPSON WANDERER**... **WANDERER**... **WANDERER**... **WANDERER**

## BRIGHTON POLYTECHNIC

# ADVANCED DIPLOMA in ART EDUCATION (PART-TIME)

Teachers, lecturers and advisers are invited to apply for this new course. Contemporary issues in art and society and recent developments in teaching and learning are explored and applied to the context of curriculum development in Art and Design Education. The part-time course extends over two years and, like the one-year full-time course already running, includes transfer possibilities to master's degree level.

## PERSONAL ANNOUNCEMENTS

### AGENCY REQUIRES

IN ALL MAIN SCHOOL DISTRICTS

### ALWAYS MORTGAGE FUNDS

FOR YOUR HOME

## Private Advance

### ENLIGHTEN WITH BREWEL & TURNBULL

## ENDDOMORTGAGES

## FOR LOANS AND MORTGAGES

### SPRING MEDITATION COURSES

## THE JOHN BOLLY POTTERY COURSE

### ENGLISH LANGUAGE SCHOOL

## PAINT POT

## Awards and Scholarships

### NEEL HILL SCHOOL

## PERSONAL LOANS

### SALARIED PERSONS

## TEACHERS

## THE CITY UNIVERSITY

### RESEARCH ASSISTANTS

## ADVANCED DIPLOMA in ART EDUCATION

Teachers, lecturers and advisers are invited to apply for this new course. Contemporary issues in art and society and recent developments in teaching and learning are explored and applied to the context of curriculum development in Art and Design Education. The part-time course extends over two years and, like the one-year full-time course already running, includes transfer possibilities to master's degree level.

# Brighton Polytechnic